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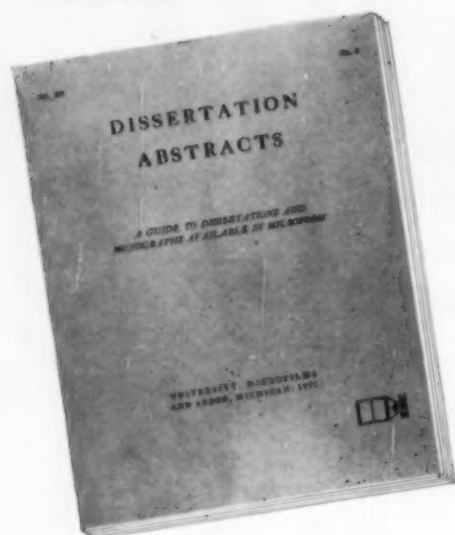
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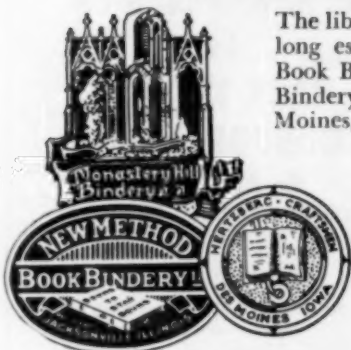
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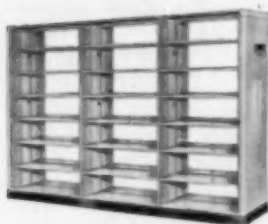
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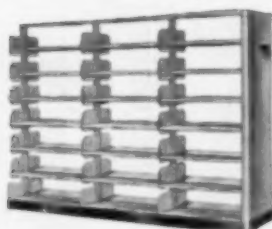


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October, 1955

Volume XVI, Number 4

Compton Comment

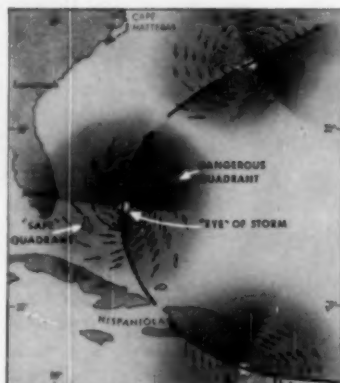
IT is late August. Chicago and the rest of the Middle West are still sweltering in the longest heat wave in the history of the Weather Bureau. As a conversation piece Hurricane Connie has been superseded by her treacherous sister Diane, who was personally responsible for the tragic floods now ravaging parts of six northeastern states.

Yesterday I decided that as long as most of my waking thoughts were concerned with weather and storms I might as well do an all-out job and read about them too. Today is the deadline for this column—and what am I writing about? Storms, of course, and weather too if space permits, which it probably won't.

The Compton article on *Storms* starts with thunderstorms—old friends of mine, since I was brought up in the Black Hills where they have humdingers. For my money there is nothing more exciting and awe-inspiring than a thunderstorm in the mountains where an echo snarls back viciously at each peal of thunder.

Anyway, the article has a good graph showing how thunderstorms start and progress. The text runs along interestingly for a column and a half and ends with the astonishing statement that, according to the estimates of meteorologists, there are 1,800 thunderstorms going on in the world at any given moment!

After that bolt the article goes on to cyclones and tornadoes. If you have a set of Compton's close by—and you should—look at the stunning full-page photograph of a Nebraska tornado in action. In South Dakota one Saturday afternoon such a one rolled up the sheet-iron roof of my hotel as neatly as a cowboy rolls a cigarette, carried it across town, and deposited it tidily in a vacant lot.



This shows how hurricanes recurve in moving out of the tropics. Mariners try to avoid the right front (dangerous) quadrant, where winds are strongest.

Hurricanes get a lot of attention—four graphs including the small one shown here and a lot of text. Our hurricanes, of course, come mostly from the West Indies and move counterclockwise. In the Southern Hemisphere they move clockwise. In Pacific waters the term usually used is "typhoon," which is from a Chinese word. Around the Philippines the name is "baguio." Scientists, it seems, have no certain knowledge of how hurricanes are formed although there are some widely accepted theories. The behavior or lack of behavior of hurricanes is better known and is thoroughly described in the article.

I have never been in a hurricane on land, but after following newspaper and television reports of last year's Carol and Hazel and this year's Connie and Diane, I think I prefer one at sea. If your ship holds together and you live through it, the episode is over. The ocean buries its memories—carries no scars. Perhaps that is why sailors love the sea.

L. J. L.

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The Year Ahead

By ROBERT VOSPER
President, ACRL

THE PHILADELPHIA MEETING was a success, despite the inconsiderate weather, and the whole affair had a commendably bookish tone. Alphonse Trezza did a yeoman job with local arrangements; already George Rosner of the University of Miami is planning for Miami Beach, June 17 to 23, 1956. We hope then to coordinate ACRL program and business sessions so that there will be ample opportunity to enjoy the beach. Arthur Hamlin's boat trip in Philadelphia was a stroke of genius; we'll try to do as well in 1956 with, perhaps, a barbecue on the beach under the palms.

Until then, there's much to keep us busy. Various circumstances have given us three major tasks on which to concentrate this next year, and they deserve imagination and effort. The good intentions of the Report of the ALA Management Survey received general support. The working out of details requires vision, and these details will affect ACRL very closely. I said in Philadelphia that I hope we can approach this major policy shift with a degree of statesmanship, recognizing that the best interests of all libraries and librarians must be served unselfishly. ACRL is an important professional organization, rich in good works and in distinguished members. I am confident that it will become only more important. Those librarians who put it together so effectively and who started its programs performed a large service for librarianship in this country. The results of their work will endure. The time has now come, though, to think carefully about the distinguished position the ALA holds on the national and international level, as a peer among other professional, scholarly, and governmental bodies. A strong ALA, speaking for all librarians, is essential.

At our Philadelphia banquet Dr. Homer W. Turner turned over a \$30,000 check

to President Lyle as a grant from the U.S. Steel Foundation. With these funds we are to strengthen the college library program by using about one-fifth of the grant to support research into problems of college libraries and by distributing the bulk of the funds directly to college libraries in order to enhance their book collections and in other ways to provide better teaching tools through the library.

The use of the research funds is being considered by the ACRL Publications Committee. Anyone who wishes to undertake a research program or suggest one should write to the committee chairman, Jerrold C. Orne at Maxwell Air Force Base. Generally speaking, the research program should support college libraries, but beyond this there are no limitations. Funds could be used for equipment, assistance, travel, or for direct fellowship grants support.

Requests for direct grants for libraries will be considered by a special committee not yet appointed. This committee will set criteria and screen requests, taking into account not only need but also the imagination behind the request. Write to Arthur Hamlin at headquarters if you are interested. Grants, amounting to a few hundred dollars each, will be made particularly to liberal arts colleges that are primarily privately supported, in line with U.S. Steel Foundation policy. Since this is the first direct foundation support for library collections in many years, it behooves us to expend it not on a formula basis, but with foresight and imagination.

Arthur Hamlin's initiative has put our third task to us with his proposal for a college reading program, to be supported on an experimental basis by other foundation funds.

If these three tasks can be handled with distinction this next year, we will have done our share.

Long Live the Bibliophile!*

Mr. Adams is director, Pierpont Morgan Library, New York.

TWENTY-FIVE YEARS AGO the rare book rooms in American college and university libraries could be counted on one's fingers. Now the institution that doesn't have one tends to feel it is out of step. Rare book rooms are not just at Harvard and Yale, they are literally everywhere. I am sure this would have puzzled my friend, the old lady from Boston. She heard a sermon preached by a stranger in the Arlington Street Church, and when she complimented the preacher afterwards, she took advantage of the occasion to probe into his origins. "I can't quite place your accent—she said—it doesn't quite seem to be the Newtons, or Dedham, or Milton. What can it be?" "Why, Madame, I'm an Iowan." "A WHAT?" "An Iowan, from the state of Iowa." "Oh," she said, hesitantly. Then she turned a benign smile on him and said, "Well, God is everywhere, isn't he?"

There are many reasons for the everywhere-ness of rare book rooms, but the two principal ones are the innate generosity of the American college alumnus, and the country's tax laws. Please never forget that the generosity preceded the tax laws, though unquestionably the tax laws have encouraged the generosity. Barring a prolonged depression or an atomic catastrophe, these two major forces will continue to operate, and rare book rooms will continue to grow in number and in size. What

special needs will be created by this trend—indeed, are being created already?

First, the need to train a group of professional bibliophiles, or book-loving professionals.

Second, the need to expand and integrate privately-formed collections of rare books into fields of special concentration of use to the faculty, and, through them, of stimulus to the students.

Third, the need to enter new areas of collecting.

Fourth, the need to inspire private collectors, and to give them constant encouragement and guidance.

These seem to me the principal needs, and I should like to explore with you briefly some proposals for dealing with them.

You will ask at once what I mean by professional bibliophile, or book-loving professional. I mean a person trained in the use of books and manuscripts who has an abiding faith in their importance and a veneration for them as physical objects. Richard DeBury described such a man six hundred years ago, when he said he should prefer slim pamphlets to fat palfreys. He must believe in the recorded word as the basic source of knowledge and understanding. He must appreciate the virtues inherent in the original, as compared with a photographic reproduction. But he must go beyond this, and know that truth, that elusive, that mercurial substance, is to be learned not from one witness, but from the testimony of many, and that even the least of any cloud of witnesses has something of value to contribute, and is worthy of the bibliophile's loving care.

* Paper presented at dinner meeting of ACRL, Philadelphia, Pa., July 5, 1955.

Television and radio are stiff competitors of the written word. It is true that Socrates and Christ achieved their power through the spoken, not the written word. But would their influence have continued through the ages without the writings of Plato and the four Evangelists?

Where shall we look for the book-loving professionals that we need to staff our rare book rooms? I think they will best be found in the graduate schools that give advanced training in the sciences and the humanities. Do not, please, misunderstand me when I say this. I am not trying to run down the library schools. Anybody who has worked in a European library will testify at once that the professional librarians of this country are a tremendous asset to scholarship. But I feel that the ideal rare book curator is more closely akin to the historian, the musicologist, or the English Ph.D., than he is to the technically trained librarian. And I believe that the curator can gain a sufficient knowledge of library techniques by brief indoctrination at a library school, followed by working visits to established rare book collections. There should be more such working visits, or temporary exchanges of personnel; one learns a great deal of painting or printing or surgery by working with various experienced practitioners. But this whole subject of the scholar as librarian is one on which Dr. Taylor and Dr. David could speak better than I, because they could speak from personal experience.

Let us turn now to a consideration of the rare book collection itself. Its nucleus is often the work of one man. I think at once of the Wrenn collection at the University of Texas, James Ford Bell's at Minnesota, the Phillips books bequeathed to Haverford, and the Luther Lewis library bought for Texas Christian by Amon Carter. These are inspiring gifts, that their new owners have every right to be

proud of. But in accepting these munificent gifts, the colleges and universities have undertaken an implied obligation to maintain and expand these collections in the decades to come, and to make them even more useful to scholars than they now are. If the collections remain static, they will become like Miss Havisham's moldering bridal banquet that so astonished Pip in *Great Expectations*.

An energetic acquisitions program is therefore a necessity. To continue to buy books only if they mention tobacco, glass, or cotton, to restrict the collection to books dealing with the Spanish Southwest or the art of navigation, would be rather stultifying in the eyes of a progressive faculty. New avenues of development must be explored, and here the wise curator will seek advice and assistance. The successful acquisitions program requires the equal participation and cooperation of three people: the librarian, the faculty member, and the antiquarian bookseller. It goes without saying that the group that is most actively concerned with using the material, the faculty, must be aroused to its opportunities and responsibilities. I know that there are rare book custodians who regard the faculty as a nuisance, just as there are librarians who regard readers as a necessary evil, but these curmudgeons are a dying race. The man I have called a professional bibliophile will welcome the help of the faculty, and will know also how to keep it in its place, since he himself was once a member of that goodly company.

The need for the participation of the booksellers must also be stressed. These are men who truly love books. Most of them could have made a far better living in some other occupation. They are generally thorough individualists with a wealth of experience acquired at their own expense. I have always found their advice and assistance well worth the profit they charge on

their wares. The curator and faculty member should develop contacts with a few alert booksellers, never just one, and make use of their knowledge and their sources.

I constantly hear the complaint that the book world is running out of material worth collecting. This is surely one of the most myopic of popular errors. It is true that certain areas are virtually exhausted. The collector of Caxtons or Shakespeare quartos has doubtless embarked on a frustrating and expensive pursuit. But there are plenty of other things to collect, and the main ingredients necessary in forming a collection that will be of scholarly value are imagination and perseverance. The institutional collector must exercise these just as much as the private collector, and this is why he must know what will be useful to his faculty and what he can reasonably expect to secure from the book-trade on his budget. He will do well to remember too that the word is recorded elsewhere than in books and manuscripts: one of the most valuable collections is that formed by Allan Nevins and his cohorts at Columbia, the autobiographies of famous men, recorded on tape.

Having said this much about the rare book collection itself, I want to ask you to consider whether you like that name—"rare book room." Isn't it a rather stand-offish term? Doesn't it sound awfully precious and exclusive? I fear it has developed what the semanticists would call a perjorative connotation. And it is no longer sufficiently inclusive. Can't we think of something better, like the term "special collections"?

"Special collections" implies a scope broad enough to include the Eastern cultures, a possible development of the future, although now it is undeniably true that the rare book rooms of our college and university libraries are 99% devoted to American and European history, science, and literature. As Norman Cousins pointed out in a recent editorial in the *Saturday Re-*

view, "except for a handful of colleges and universities, higher education in America has never gone beyond what are largely empty generalizations about the majority of the world's peoples. . . . We venerate what we call the hundred greatest books, but the titles that have the greatest meaning for more than one billion people are almost totally ignored." The Charles Ames collection of material concerning southeast Asia is still a private library in St. Paul, though I understand it will ultimately go to the University of Minnesota.

This brings me to my fourth and last major need—the need to inspire private collectors. Today's private collectors provide the materials for tomorrow's libraries. Yet collectors are always complaining about lack of encouragement in the pursuit of their hobbies. The rich libraries, one hears, are buying up everything worthwhile. The big collections are no longer being dispersed at auction, but are transferred *en bloc* to institutions, imprisoning their treasures forever. Collectors in smaller communities find no one to talk to—their friends from the country club or the office only ask that galling question, have you really read all these books? Now some of you may think that all collectors are harmless neurotics anyway, and that you can afford to disregard their complaints. Not so. Librarians must pursue a number of methods for encouraging and guiding collectors. Talk to them about their books, let them know of purchasing opportunities in their special fields, sell them duplicates, offer them libations in the interests of bibliophily, and keep their spirits up. Don't always run after them for money—they may think their book purchases are better than yours. And don't keep pressing them to make new wills leaving their libraries to you-know-what college. Whatever you do, don't let the amateur of books, the private collector, become extinct.

Making Subject Specialists Available for Service

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IF TWO ARE GOOD, are eight better? In short, that is the question being put to the test in the library of the State College of Washington.

The State College of Washington possesses one of the first and finest of the new post-war library buildings constructed especially to offer the advantages of library service based on the subject-divisional-library type of organization. The new \$3,000,000 building,¹ now in its fourth year of service to the 5600 students and faculty of the college, has been an important factor in enabling the director of libraries, G. Donald Smith, and the library staff to develop a pattern of service which is designed to make the library a very active participant in the instructional and research programs of the college.

The characteristics and the theoretical advantages of the subject divisional plan have been well expounded in library literature,² and at least one very good detailed study of a subject divisional unit has ap-

peared in the pages of this journal.³

Yet, investigation indicates that libraries have hesitated to develop the relatively pure type of subject divisional organization which should more clearly determine the functional advantages and disadvantages of this type of organization. This situation prompts the question of why only one or two librarians with a special subject interest are put into a divisional library which inevitably has seven or more special subjects. Certainly, it would be difficult to test fairly the value of subject specialists in reader service activities in a science divisional library, for instance, if the science library had specialists only in physics and zoology. What happens to botany, chemistry, mathematics, agriculture, and engineering? Again, it would be difficult to fairly test the value of subject specialists in a humanities divisional library, say, if the humanities library had librarians with special subject interest in only American literature and fine arts. What happens to foreign languages, music, religion, and philosophy? Finally, it would be rather difficult to test fairly the value of subject specialists in performing operations involved in the organization of resources in, say, a social science divisional library, if the social science library had librarians with special subject interest in only history and economics. What happens to sociology, education, psychology, business, and political science?

Consequently, in the library at the State

¹ "Modular Library Under Construction," *Architectural Record*, CIV (July, 1948), 102-9.

² Ralph F. Ellsworth, "Colorado University's Divisional Reading Room Plan: Description and Evaluation," *COLLEGE AND RESEARCH LIBRARIES*, II (March, 1941), 103-9, 102. W. H. Jesse, "Divisional Organization," *Journal of Higher Education*, XV (December, 1944), 459-64. John D. Chapman, Ralph H. Hopp, Arthur J. Vennix and Kathryn R. Renfro, "The Divisional Library at Nebraska: Two Aspects," *COLLEGE AND RESEARCH LIBRARIES*, XV (April, 1954), 148-57. G. Donald Smith, "The Divisional Organization of the Reader Services at Washington State College," *Changing Patterns of Reference Service*, (Seattle: University of Washington, Bureau of Governmental Research and Services, 1953), 11-19.

³ Percy C. Morrison, "Variation of the Subject Divisional Plan at Oregon," *COLLEGE AND RESEARCH LIBRARIES*, XIV (April, 1953), 158-63.

College of Washington, varying numbers of librarians with appropriate special subject interests have been assigned to each of the three divisional libraries. At this time, eight professional librarians are in the social science library, six professional librarians are in the science library, and five professional librarians are in the humanities library.

That adds up to nineteen professional librarians! What do they all do? Obviously, they have duties which are considerably more varied than those of a reference librarian in the average medium-sized university library reading room. As has already been implied, of course, most of these nineteen professional librarians with special subject interests have three-fold responsibilities: (1) they participate in reader service work, (2) they have a role in the selection of the library's resources, and (3) they have duties of major importance involving the cataloging and organizing of the library's resources.

Basically, it is felt that the worth of the subject specialist is greatly increased as he participates in the organization of the library's resources (especially in subject cataloging and classification) as well as participating in book selection and service to readers' activities. It is this decentralization of cataloging, in the broadest sense of the term, which makes possible the highly desirable situation of having more subject specialists available for reader service. For, when the large staff of catalogers needed in a university library is taken out of the behind-the-scenes cataloging department and assigned to divisional library posts, each divisional library gets a substantial increase of staff. Admittedly, the cataloging work still must be done. But why not have it done in the appropriate divisional library in direct and constant contact with reader service requirements? It is important to make the library's subject specialists available for the

maximum amount of reader service work as well as for selection of resources duties and cataloging and bibliographic work in his special subject area. Thus, it is advantageous for him to be physically located in the appropriate divisional library area if he is to have a full opportunity to get to know the readers (students and faculty) and the needs of these readers who come to this divisional library.

This idea of combining service to readers with cataloging is not very original, of course. The idea has been considered by a number of librarians over the years, and a concrete proposal by John J. Lund appeared in print in 1942.⁴ Other librarians, such as Raynard Swank⁵ and G. Donald Smith⁶ have in recent years presented refinements. Yet, Morrison⁷ summarized the existing situation very well when he said: "Some adherents of the subject divisional plan have modified the plan to the extent of centralizing cataloging, or circulation, or government and international documents, or any combination of these library functions, or all of them." In other words, libraries are very slow to break with past patterns of centralization of many of the traditional functions of university libraries.

However, at the State College of Washington, in addition to carrying on the experiment of decentralized cataloging, the library administration has also rejected the traditional separate and special documents room and the special reserve reading room. The concept of establishing special library functions rooms is not considered to be in the best interest of over-all service. A large college or university library is intrinsically a

⁴ John J. Lund, "The Cataloging Process in the University Library: A Proposal for Reorganization," *COLLEGE AND RESEARCH LIBRARIES*, III (June, 1942), 212-18.

⁵ R. C. Swank, "Subject Cataloging in the Subject-Departmentalized Library." In Jesse H. Spera, and Margaret E. Egan, eds. *Bibliographic Organization*. (Chicago: University of Chicago Press, 1951), 187-192.

⁶ G. Donald Smith, *op. cit.*
⁷ Percy C. Morrison, *op. cit.*

very complex institution in itself. It is no easy matter to orient the average student to the point at which he can use the library efficiently and confidentially. In this respect, the subject divisional type of organization has real advantages. It is relatively easy for the student to learn that when he wants materials and services in the social sciences, for example, he should go to the social science library. Something concrete is accomplished. However, if special rooms, such as a documents room or reserve book room, are set up, there is an increase in the likelihood that the student will be overwhelmed and confused. Also, at times he might be given the "run-around." He can be referred from one room to another and from one person to another almost *ad infinitum*.

On the other hand, it is recognized at the State College of Washington that some activities are so mechanical that professional librarians need not be involved except in broad policy making. The more routine "technical processes" of ordering new books (after professional selection), checking invoices and approving payment, catalog card production, card filing, book marking and pocketing, and the sending and receiving of binding are centralized in the library's technical service division. It is likely that even more technical and predominantly clerical activities can be advantageously transferred to a centralized area.

It would be shortsighted to fail to acknowledge at least three major problems which challenge the success of the pure subject divisional type of organization in the library. First, how can a library successfully recruit and develop the very essential subject specialists? Secondly, how can older staff librarians who have worked only the traditional way in the traditional library set-up as catalogers or reference librarians exclusively be integrated effectively into the new type organization? Thirdly, how can subject specialization be combined with

library technical duties in a way to assure efficient, productive work from each librarian? These problems can be recognized and defined, but not much in the form of instructional answers can be offered now.

As for Problem I, in these times, admittedly, the library cannot very successfully outstrip the competition for subject specialists. Therefore, specialists on the doctoral level have been rare in the library. But by offering opportunities for additional subject development and by having a fairly good salary scale, the library has been successful in engaging specialists on the master's degree level. Furthermore, the device of assigning a special subject interest to each librarian has also been found to be salutary.

Concerning Problem II, the older staff members themselves have made a very earnest effort to serve in their new roles. Adaptation has been very difficult in some cases, of course, but the library administration has not been inflexible. A few compromises have been made for the benefit of two or three persons who might otherwise be too unproductive.

Problem III, concerning ways and means of successfully combining subject specialization with library technical duties, remains most imposing. It is too early in the development of the plan to claim any degree of success. But the willingness of most good staff members to accept the prescribed variety of activities and duties is the most encouraging factor at this time.

In summary, the pure subject specialization plan has been developed for the library of the State College of Washington in the belief that the plan gives better service to the students and faculty. By participating in reference service, in the selection of the library's resources, and in the organization of the library's resources, each subject specialist-librarian is able to make a more complete contribution to the services of the library.

The Relation Between the Librarian and the College Administration*

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THE PRESIDENT OF A COLLEGE may well be judged by the librarian he appoints, for this selection may reveal a basic educational policy of his administration. The ideal choice is still too often within the realm of the hypothetical. He must fit into an ideal situation, which has been sketched at length in the course on college library administration, where the library building is a functional marvel, air-conditioned and humidified precisely to preserve both books and staff, the annual appropriation inexhaustible, the faculty completely conversant with the classification, the undergraduates more pervasive than silver fish, and the president pronouncing at every convocation that "the library is the heart of the college."

Actually, we are only beginning to overcome the greatest handicap to our profession, both in the library school and actual practice: namely, that the daily routines of library administration are necessary for good housekeeping and an ordered procedure, but only as a means to a far more significant end. Encouraging as the trend is today, *Library Literature* and library school curricula are still too preoccupied in many cases with procedures, and only the grave shortage of the so-called professionally trained librarian has shown all too clearly to us that alert, observant and in-

quisitive "untrained" personnel can often bring the student and the book together more stimulatingly than one who has been taught all the proper authorities, and yet for whom the book has not become alive.

I have recently visited a college library where every obstacle in a made-over classroom building has been overcome by the exhilarating and inviting atmosphere surmounting all difficulties of supervision. I have visited another modern, functional building that is forbidding in its clinical efficiency. If the librarian has no consuming love for the book, all his professional training is of little real use.

This persistent problem, heartening as the attack upon it is, the college president must be aware of in choosing the administrator of his library. For if he is satisfied with a custodian of the book collection, then the library has no vital part in his basic educational policy. He cannot be aware of the deadening influence of course lectures that merely rephrase the text-book; of course examinations, purely objective, permitting no synthesis of accumulated knowledge; and of syllabi that are no starting point into the vast realm of books. Graduates will return, resentful that they never found in the library as undergraduates the wealth of ideas that was theirs.

Now, to be sure, the president may find, upon inauguration, that he has inherited a librarian, as he has a dean of the faculty, and a dean of students, to say nothing of faculty or undergraduates! But this is a normal evolutionary process administra-

*A paper presented at the meeting of the College and Reference Section of the Pennsylvania Library Association in Buck Hill Falls, November 5, 1954.

tively, and we would probably compile statistics showing similar situations in all administrative offices from the president down. But a part, at least, of the mutual dedication to the calling of higher education is to be found in the adaptability, resiliency and respect shown in a new endeavor by all participating. The danger today lies in too much anticipation of these changes, where security is sought in job analyses, detailed enumeration of responsibilities, obligations and privileges; a security that suggests suspicion, and makes of a privilege to serve, a task to be done and no more.

Specifically, the relation of the librarian and the president can be readily ascertained in three ways. First, in what way is the annual appropriation handled? Is it arbitrarily established? Will it be only the precise percentage of the total educational appropriation, or the prescribed dollars and cents per student, calculated with little regard of individual institutional budgetary problems? Or is it one mutually accepted with the full realization that the salary scale must be improved, the book and periodical appropriations expanded with growing costs, contingencies allowed for, such as the increased cost in postage of Library of Congress cards, microfilm holdings (that in turn alleviate the space problem at least temporarily), and even capital building improvements which have usually no place in the library budget but must be paid for by the same kind of dollars? How heartening it is, when the librarian can honestly show these needs by working faithfully and uncomplainingly with what he has, and the president is equally determined to provide the needed money as his responsibility.

Secondly, this relation is ascertained by the president's interest in the library staff, in the selection of new members as alert and promising as faculty appointments, in rewarding loyalty and ability in the old

members. On the question of status we shall speak presently.

In the third place, this relation is ascertained in the quality and use of the collection. The librarian is distressingly handicapped if his president does not frequent and use his library. Thereby it becomes difficult to point out needs and usage, and even more clearly the evidence of faculty motivation in student use of the library.

It is not without reason that the Middle States Association, for example, devotes a third of its inquiry in the questionnaire preliminary to its accrediting visitation, to the library, for much of the administration of the college can be ascertained from the well-being of the library.

Our presidents may be appalled to discover that the library is so decisive a factor in their professional success, but it is natural for us to think so, since, with few exceptions, we are directly responsible to them! In this capacity, we are similar to fellow administrators (we still are to come to the perennial discussion of status). But let us realize that we, the presidents' lieutenants, must be capable of administering their educational policies in our own bailiwick. In turn, we have to deal with other administrative officers.

Like King Charles' head, up comes the question of money again. The librarian's relation to the treasurer is constant. Even though his advancement seems to hinge on his ability to say "no," I cannot speak unkindly of him. Once the librarian has fairly convinced his president of a need, he has an advocate whom the treasurer cannot deny. Then, I believe, it is the librarian's obligation to stay within his budget. For I have found that if the treasurer can be assured, year after year, that the librarian will have no deficit, however hurt he may feel that his good stewardship only balances some departmental squandering, the librarian will have a devoted colleague, and see his budg-

et doubled, as I have, without complaint, indeed almost with collusion!

Likewise, if the librarian is truly an infectious lover of books, he can win rank indulgences from the harried superintendent of buildings and grounds. I have won many concessions from an official who is a Civil War addict: friendship, controlled heat, light, paint and plumbing, and I rank them in their order of greatness.

To carry out the president's educational policies successfully, the librarian must be able skillfully to exploit his faculty library committee. Here he succeeds by collaboration, and it matters less whether he is formally chairman or secretary of the committee, than whether he is accepted as a colleague. Here once again I do not believe he can be on equal terms with the faculty, and any more than a custodian of books, "a harmless drudge," to paraphrase Dr. Johnson, unless he is widely acquainted with the contents of books, and a recognized specialist in some discipline.

It is a heavy burden, for one is expected to know all fields. Nevertheless a continuing interest in one large area—literature, history or science, for example—commands respect and keeps one aware of the growth of knowledge as it occurs in all fields. May I inject two comments here: the library school curriculum must be constantly concerned with the relative values placed upon the Master's degree in library science or in a subject field; and, the absurdity of asking for time while on duty for even professional reading must be obvious.

Finally, the librarian approaches his task as an administrator and teacher in dealing with his staff, for he must have both the requisite ability to supervise and delegate authority and responsibility, and bring about the working-out of the presidential educational policies at their vital point of contact between library and its public. If the teaching function of his position is upper-

most, as I believe it should be, then I believe it is far better to be exemplary than supervisory. Given a staff willing to take its part in the chain of achievement of the college's educational goal, I regard detailed instruction and enumeration of duties as a deterrent to real growth and advancement, both of the institution and the individual.¹

I believe that by now I have made it clear that the librarian's position is both that of administrator and teacher, and that he must be successful in both capacities for academic recognition. He is virtually the head of a department, his classes the most informal of seminars, his teaching daily and not hourly. His achievement resolves the vexing problems of status, for he succeeds in his own right and can take pride in his own profession, without the frustrating concern of faculty rank or vote. Those dubious honors will come when the president is made aware of the superior achievement of the library through its staff. Here lies the way for the profession to overcome the handicap that it was still admitting high school graduates to its library schools less than twenty-five years ago.

What are the benefits that accrue in this fully realized relationship between the librarian and the college administration? There are many of mutual and tested worth. The reputation of the college is enhanced by the achievements of the library. New faculty are impressed and undertake their partnership with zeal. Alumni and patrons of the library find its growth and activity stimulating and rekindling, and become, formally or informally, friends of the library, bringing small gifts and large, and frequently prompted thereby to take a greater concern in the college as a whole. The library becomes the integrating power

(Continued on page 359)

¹ Sidney B. Smith, director of libraries, Louisiana State University, has dealt cogently with these personnel problems in his article "A Co-operative Team," *Library Journal*, LXXIX (November, 1954), 19.

An Experiment in Integrated Library Service

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FOR DECADES academic libraries have struggled with the problem of bringing their public and the library's collections closer together. That this is true is evident in large measure in the literature of librarianship where many and diverse means of improving this situation have been described at length. The problem of bringing together the user and library materials became acute in the Air University four years ago. Shortly thereafter an experiment was initiated and the experience of the past three years is here reported for such use as it may be in other academic communities.

THE LIBRARY'S PUBLICS

When reduced to its fundamental bases, the library public of an academic community should properly be characterized in three types. The first of these, and probably the largest group, includes all those who use the library as a place to read and study, in brief, as a study hall. This part of our public is primarily concerned with comfortable seats, a reasonably quiet room, and with library materials only, as assigned readings or books, near at hand. If this group has a problem, it is purely physical and not our concern here.

The remaining two groups are concerned with what is loosely called research and we do find the basis of our problem with them.

The research publics of an academic library are of two quite distinct types. One of these types, representing a relatively small

proportion of the whole, includes the typical fully-trained faculty member, possessing his Ph.D., having extensive experience in research methods, actively engaged in productive research, fully acquainted with the current bibliography of his field, and thoroughly aware of the resources he can expect to find in the research academic library. Obviously, a member of this select group is a paragon, and his numbers are few in any academic community.

The second of the research publics stands upon the middle ground. It includes advanced students and new young instructors in massive numbers. Also included is a type of professor we all know, venerable in service, fixed in bibliography, and neolithic in course content. These people are relatively unacquainted or out of touch with the literature of their respective fields. By numbers and potential, they are the most difficult, yet most rewarding, of the academic library's public.

Our statistics of libraries, as collected today, do not reveal the separation of these three kinds of use; however, a realistic library administrator will readily recognize this grouping, for he must deal with it in every working day on his job. Our problem, and the area in which we have experimented, concerns particularly the latter group, not the reading-room user or the active professional researcher. The problem is one of access. How can these users be reached? How can library materials be made known to them, and how can they be brought into continuous and ready employment of the materials they should have?

EARLY EXPERIMENTS

It is probably not necessary to prove that such a problem exists; however, it may be useful to indicate some of the earlier attempts to satisfy some of the above questions. Without going back too far, librarians remember well the experiment at Stephens College, introduced by B. Lamar Johnson,¹ aimed in the general direction of taking the library to the students and the faculty. Somewhat later, Harvie Branscomb stressed the importance of coordinating teaching and using the library to good effect.² Guy R. Lyle sums up these efforts succinctly and to the point:

an increased emphasis is being placed on the coordination of faculty and library effort in the common goal of instruction. Dr. B. Lamar Johnson, dean and librarian of Stephens College and Dr. Harvie Branscomb of Vanderbilt University have made this the major thesis of three important books which have provoked thought and discussion in library and faculty groups throughout the country. Few disagree with their basic premise, though a good many librarians are confused and skeptical regarding the methods proposed for accomplishing this closer coordination in a common good.³

Physical approaches to the problem have not been lacking. An early one was the development of divisional reading rooms at Colorado, Nebraska, and in many smaller libraries.⁴ This plan was designed to bring more materials in a given field closer to the reading-room public. It may have improved the usefulness of the reading rooms, but it cannot be said to have succeeded in reaching our problem public. A recent de-

velopment is that of the undergraduate library or reading room. This concept has reached its fullest flowering with the undergraduate library at Harvard.⁵ This idea is now a part of the planning of many new library buildings.

Each of the above briefly noted experiments or concepts had specific goals. Each in its own way contributed something to the improvement of library services with one public or another. Each represents a clear evidence that many thoughtful men have been greatly concerned over the seeming lack of coordination between the user and the library. As we see it, none of these ideas has solved the problem of the intermediate public, the one public which, in our eyes, gives serious proportions to the stature of the library in an academic community.

THE SPECIFIC PROBLEM OF THE AIR UNIVERSITY LIBRARY

Perhaps the principal reason why the Air University has been so aware of the kind of problem it has, is that in many ways the problems of a library serving an academic institution in a military community under both government and military regulations are certain to be somewhat aggravated by these conditions.⁶ What might be a matter of concern in a typical academic institution or what might even pass unnoticed becomes a matter of very critical concern requiring immediate and drastic action to avoid completed dissolution in a library like ours.

The first difficulty for the Air University Library lies in the character of its collections and its areas of interest. Most academic libraries have books, journals, and government documents in considerable numbers. Our library has all of these, but

¹ B. Lamar Johnson, *Vitalizing a College Library* (Chicago: ALA, 1930).

² Harvie Branscomb, *Teaching with Books* (Chicago: ALA, 1940).

³ Guy R. Lyle, *The Administration of the College Library* (ed. ed.: N.Y.: Wilson, 1940), p. 107.

⁴ R. E. Ellsworth, "Colorado University's Divisional Reading Room Plan," *COLLEGE AND RESEARCH LIBRARIES*, II (March, 1941), 103-9, 192.

⁵ K. D. Metcalf, "The Lamont Library: II. Function," *Harvard Library Bulletin*, III (Winter, 1949), 12-36.

⁶ Jerrold Orne, "The Major Problems of Military Libraries," *Special Libraries*, XLIV (September, 1953), 268-71.

superimposed is a working collection of over half a million classified reports and documents. Further, by the nature of our fields of interest, these reports and documents are our primary materials, where in other libraries such material is secondary or not even present. To compound the difficulty, their subject content and format is not such that it lends itself easily to analysis or use. In the air age and in an institution devoted to the preparation for command of Air Force officers, in subject fields where no librarian initially possesses the basic subject competence, this library begins its work in most cases beyond the point where other libraries have exhausted their resources.

In most academic institutions the typical student body is a selected one, composed of men and women in a continuing program of education, i.e., students. In the Air University, "students" have this name only by virtue of their presence for the short period of a year or less in the Air University. Typical students are senior officers of the Air Force with from five to fifteen years away from any academic experience, frequently not interested in an academic experience but preferring their chosen field of operations and, though necessarily concerned with succeeding in their course work, not at all interested in the cloistered walls or contents of a library. These students frequently cannot remember when last they saw the inside of a library. They understand very little of its purpose or methods. There is no compulsion on the student to use the library, and we might reasonably expect to see not more than one in ten of these students within our walls. Further, our students are not of typical student age. Most students of the Air University are mature senior officers with family responsibilities, well advanced in their profession. The assignment to a course of study at the University is for some an unsought and unappreciated duty.

This institution differs from the norm also in the character of its faculty and, to a certain degree, its administrative staff. Although there are a considerable number of civilian educators, advisors, and lecturers, the teaching staff and course planning staff are largely made up of military officers who do not differ greatly from their students. Almost the only difference in most cases is the fact that the instructor has been through the course, and has been assigned an extended tour of duty at the Air University because of demonstrated abilities. Again, the duty of the instructor is very frequently an assignment neither sought nor desired. The instructor has very little more experience with library method and materials than the student. Further, by the nature of their professional field of work, these instructors do not keep up with their field through literature but rather through the application of the tools developed for them by others. They are wholly unlike a typical university professor in that their literature is not publicized through catalogs, reviewing journals and publishers' announcements which come almost automatically to their desk. What literature does exist for them not only does not commonly reach their desks, but must be diligently pursued, and may be found only after considerable effort. Obviously, the Air University instructor or planning staff member cannot be considered independently library or research minded.

PLAN FOR THE EXPERIMENT

It is clear from the above paragraphs that the Air University Library had a problem which demanded some new approach. A plan to meet the need was devised in 1951. It evolved out of the reorganization of staff and functions within the library, the backbone of which was a reversal of direction in employment of staff. In 1951 the majority of the library staff were engaged in what

could be properly called technical processes activities with a much smaller number concerned with activities directly involved in serving the library's public. In a few years it has been possible to relocate and orient the staff so that at the present time a considerable majority of staff members are engaged in public service activities. Within the public service activities, the first step was to separate what we call general reference work and the work of a now large group of well-qualified librarians who are called bibliographic assistants.

The small general reference group is responsible for manning a reference desk (which is the first point of access to the user) throughout the long scheduled hours. In so far as their reference work is concerned, these librarians are beginning reference librarians who are qualified and able to answer any of the typical fact questions, and who know specifically the particular competences of each of the bibliographic assistants so as to be able to direct any patron who needs more advanced guidance to the right person. The librarians in general reference are in training for advancement to the bibliographic assistant level.

The bibliographic assistants are given course or subject assignments within fairly narrow limits. Each one has the responsibility for the most complete knowledge of all library resources on a given subject or in a given field. A bibliographic assistant is freed of desk scheduled assignments from 50 to 90 per cent of his time. These librarians are instructed to be away from the library and together with their constituents, the students, faculty and staff. Within their particular competences they spend as much time as necessary maintaining a continuous awareness of what is going on anywhere in the Air University that is their concern. These librarians may participate in every meeting of a course, or attend such lectures and classes as they will. They have

free and direct communication with the instructors, the course planners, and administrative officers with whom they are concerned. Any bibliographic assistant who spends too much time in the library is looked upon with question. Under this concept these librarians are most useful when they are not in the library. It is this particular group, the bibliographic assistants, who represent the focal point of our experiment.

PERSONNEL

It is not our belief that any librarian can qualify for the type of librarianship we look for from a bibliographic assistant. There are certain basic requirements. First, it is obvious that a bibliographic assistant must have an independence of mind and action sufficient to assure his success while working independently and in the field. Second, it is obvious that a person representing the library outside the library should be one with an outgoing and appealing personality. It goes without saying that a high order of intelligence is an imperative necessity for a librarian handling not only a difficult and uncommon field of information, but also working with a public uncommonly well-grounded in its particular fields of operations. These are only some of the major requirements of a bibliographic assistant.

It may be interesting to note here that it has not been easy to bring the typical trained librarian into satisfactory operation within this concept of freedom of action. Beginning with personnel in place for obvious reasons, we very soon had a positive impression that a librarian without his own desk and without directed assignment may become very unhappy. It appears that our type of library training and operation in general has tended to create dependence to such a degree that when a staff member is added, he longs to be shown his desk and told when he will be at his desk. Without this, he may become very uncomfortable or

ill at ease or feel a lack of direction. It was plainly quite a shock for some members of our staff to find that they had no desk and very little desk assignment. It took quite some time before they felt free to move. When acclimated to this concept, however, our best bibliographic assistants are impatient with desk assignments and feel most at home when they are working directly with their constituents.

MATERIALS

Discounting the need for desk assignment, there is a time and a place when the bibliographic assistant must be in the library. Obviously the librarian out in the field cannot be fully aware of what is passing through the library. The library receives hundreds of documents, periodicals, and books daily. Some means had to be found to assure that the bibliographic assistant would be fully informed about all of the useful materials entering the library daily which might serve to improve the work of its public. Thus, it was made a part of the daily routine of each bibliographic assistant to spend some time in the acquisitions section, reviewing books, journals, and documents as they entered the library, selecting and making notes of those which would serve them in some way. This provides a first-hand and immediate contact with a mass of material moving through the library. This is an approach from one side, i.e., the bibliographic assistant himself collects as much data as he can alone. We judge that this, although it is certainly good, may not be sufficient. Accordingly, we attacked the problem of information from the other direction: charging personnel in acquisitions, cataloging, and periodicals areas with informing any bibliographic assistant of materials which they notice in the course of their daily work that may be useful to each particular bibliographic assistant. The fields of work and subjects assigned to the

bibliographic assistants are publicized to each person concerned so that all members of the staff who handle materials are continuously aware of the special fields of activity of each one of these super salesmen who go out to our world.

TOOLS

We have not given up the catalog, and the work of the catalogers supplements in detail all other informational efforts. In one field, periodicals, we have had to go one step further because of the nature of our fields of interest. Military journals are, in general, not indexed in commercial indexes. Accordingly, we produce and publish our own periodical index to military journals,⁷ by way of keeping the bibliographic assistants alive to even the smallest item in a periodical that may be useful in their work. Each bibliographic assistant is assigned from two to half a dozen military journals for indexing on a regular basis, these journals being chosen in the field of specialization of each bibliographic assistant. This indexing, though seemingly mechanical, takes relatively little time and frequently provides the bibliographic assistant with an article at his finger-tips which precisely fits a current need. As a by-product the AU Library provides to the entire military community an indexing tool not available from any other source.

PHYSICAL RESOURCES

A final step in the plan for this experiment was to assure the accessibility and approachability of the place the users would know as the library. Like any other military installation, this library in its early years was set up in whatever quarters could be found, with whatever equipment was on hand, and with an understandably un-

⁷ *Air University Periodical Index* . . . Oct. 1949. Maxwell Air Force Base, Alabama, Air University, 1949.

lettered idea of what a library can be in an academic community. That part of the library used for study and reading has been renovated completely to provide a bright, clean, well-furnished area with particular attention being given to establishing something approaching an academic study climate. Where previously those using the library appeared to regard it as an enlarged day room, present users recognize and accept the fact that this is the library, becoming aware of its special atmosphere as soon as they pass through its doors.

APPLICATION

The first contact the student has with the library is through an orientation lecture given by the bibliographic assistant assigned to his course. The lecture is followed immediately by a simple exercise which must be carried out in the library, calculated to introduce the student to the fundamental tools he will have to use during the school year. At the time of the orientation lecture the student is made aware of the assistance of this librarian assigned particularly to him. He will see this librarian regularly or intermittently in his classes and with his instructors. He frequently meets this person during class breaks and very soon comes to know where to go with any problem he may have. The librarian on the other hand is personally acquainted with a group of students and instructors and is continuously aware of what they are studying, what their requirements will be, and prepares to meet them in advance. By such close association and by participation in class discussions, the bibliographic assistant becomes increasingly able in his or her particular field of study. The incremental growth of this background knowledge over a period of years is considerable. With this first-hand learning is combined the librarian's own continuous searching of new materials, and when all this is supplemented by a continued supply

of information concerning new materials by other members of the staff, the cumulative effect is overwhelming. The final result is that our bibliographic assistant gradually becomes a leading authority on the subjects assigned to him, and he is sought out increasingly by instructors and course planning personnel to aid in assuring the bibliographic currency of the course content. One ancillary benefit is obtained without effort through this kind of librarianship. The librarian participates in the activities of the group, acquires a sense of belonging, and his constituency begins to feel that he belongs to them. There is here a very useful step in the direction of breaking down the wall that frequently lies between librarian and patron. In our case, they do not live in different worlds; they are part of the same.

RESULTS

After something more than three years of this experiment, we can now point to a number of valued gains for the library. We count as a most critical advance the redirection of the many library activities which have led to the majority of the staff being engaged in user-directed activities, rather than those of an archival or analytical type. Librarians everywhere deplore and bemoan the ever-increasing demands for technical processing personnel as the volume of production grows steadily in our country. We have other experiments in operation calculated to meet this problem. Suffice it to say that we have been able to redirect numbers of the staff to the field of bibliographic assistance while reducing the work load on our technical processes. We consider an important gain the fact that the library now participates in the educational process directly and continuously instead of serving in an ancillary fashion only as called upon. Stated simply, this means that the library is now in the field, selling

its products in much the same manner as does any commercial manufacturer. Another gain lies in the character of library personnel and the general morale of the entire library staff which is due largely to the success of our salesmen. We now have a steadily increasing number of out-going personnel, independent thinkers who move freely and confidently to and from their work, as opposed to the former pedestrian, waiting, inward-turning group. We have personnel who know intimately and completely what we have to sell, engaged virtually full-time in selling the new, the useful, and the productive, achieving a freshness of materials beyond all common practice. From the point of view of the course director, the instructor and the student, this is a most happy situation. Our fields of endeavor require the freshness of last week's information to keep up with the air age. Through the bibliographic assistants and their continuous scrutiny of the working collections our courses have this currency. From the library's point of view, a great gain is made in the immediacy of use. This

library is no archive. Materials which come in one day are in demand the next. There can be no prolonged delays in handling or availability. Everything moves to the point of use and the point of use is as sharp as our kind of human engineering can make it.

CONCLUSIONS

Obviously, any other kind of academic institution would have its own problems in carrying out the concept of bibliographic assistance. We have had unusual and greatly appreciated freedom to experiment in this field. The experiment in a sense was forced upon us, since without it plainly the library was failing. Regardless of what the experiment has done for us or what its application may be in other institutions, it does seem clear that academic libraries in the future must seek ways of promoting the use of their materials rather than counting heads in reading rooms if the profession of librarianship is to maintain its present high status.

The Relation Between the Librarian and the College Administration

(Continued from page 352)

in the curriculum, where the undergraduate often first becomes aware of the interrelationship of seemingly unrelated courses. Out of this common experience of four years may come one of the greatest values of higher education: its carry-over into life beyond the campus years, in the persistence of learning.

I cannot close without reference to the published papers of the nineteenth annual conference of the Graduate Library School of the University of Chicago appearing in the October, 1954 issue of the *Library Quarterly*. Here, at length, from every

angle, by distinguished authorities, the whole problem of "The Function of the Library in the Modern College" has been thought-provokingly explored. I have deliberately avoided specific reference to any single paper, stimulating as I found each of them, for these words of mine would have been at best an imperfect distillation. Nevertheless their papers have prompted and encouraged me in this survey of the implementation and integration of the college president's educational objectives as evidence of the relation between the librarian and the college administration.

The Graduate Assistant Program at the University of Florida

Mr. Grazier, formerly assistant director of libraries, University of Florida, is now associate librarian, Wayne University.

IN THE SPRING of 1951, the University of Florida Library inserted in the news columns of the several library journals an offer of two graduate assistantships for study leading to a master's or doctoral degree in a subject field other than library science and invited inquiries "especially from librarians or students in library schools. . . ." Printed announcements of the assistantships were distributed to some 150 college and university libraries throughout the country. Each year since then, these assistantships have been publicized through the same media, and each year there are questions, both from potential applicants and from other institutions, about this program. Applicants wish to know how long it will take for them to get a degree and what kind of library work is required for the stipend. Fellow librarians have asked how the program has worked out; has it been successful; what is the vocational intent—to list but a few of the queries. In the light of such questions, a brief description of the plan might be of interest to other librarians.

The graduate assistant program began in 1948 when the University Committee on Assistantships approved the library's request for two graduate assistants for the academic year 1948-49, carrying a stipend of \$900 each. These assistants were sought for the purpose of aiding the Reference and Bibliography Department in preparing bibliographies or in carrying out the bibliographical

projects which were too extensive for the current staff to undertake. The assistants were selected from qualified graduate students in the various departments of the university and worked directly with the faculty but under the guidance of the reference librarians. For several years the funds were granted by the University Committee on Assistantships, but in 1950 the procedure was changed so that each unit of the university incorporated its request for graduate assistants in its annual budget; since then, the assistantships have been a part of the university library's budget. Thus, the university administration accepted the fact that the university library as well as the Department of Chemistry deserved the services of graduate assistants, or more specifically, that the compilation of bibliographies was as valuable to the university as the supervision of laboratory experiments.

The next change in the program was the library's effort to discover practicing librarians or library school students who might be interested in these assistantships. The decision to try to allot the award to librarians was based on two assumptions. First, despite the current controversies about the proper education for librarians there is a demand, particularly by special and academic libraries, for subject specialists. Secondly, if academic libraries require subject specialists, it is fitting they make an effort to advance the education of the members of their profession. If recruitment or in-service training are proper activities for libraries, why not direct the support of formal education? Hence, to the original objective

of the graduate assistant program, that of expanding the bibliographical service of the Reference and Bibliography Department, was added another—to make a contribution to the education of librarians.

There have been one or two minor changes in the program since its inception in 1948. The stipend, the same as offered by other graduate assistantships throughout the university, of \$900 for 11 months service was increased to \$1100 for 11 months service, and for the past two years has been \$1200 for nine months of service, an inflationary trend not unique in this decade. The graduate assistants work 15 hours per week which limits their maximum academic program to 12 semester hours, and the minimum amount of time required to complete a master's degree is two semesters plus the summer session. The assistantship may be renewed if the candidate's work progresses satisfactorily. Within the last two years, two more graduate assistantships have been offered, one of which is financed by the College of Physical Education and Health with the understanding that the assistant selected by the library would be assigned to supervise the newly opened Physical Education and Health Reading Room. This was a temporary expedient until the service load of the reading room justified a full-time staff member, and the assistantship will not be offered after this year.

"Has this program been successful?" is the most frequent query posed by our colleagues although a few hint as to what they mean by "successful." An earlier paragraph set forth two objectives of the program: one to expand the bibliographical services of the library, the second and later, to support the training of librarians. A brief appraisal of the program in the light of these objectives may give some clue as to its success.

The bibliographical production of the graduate assistants falls into two categories:

bibliographies or selective lists of material for individual instructors or departments of the university, and bibliographical surveys which provide data for library policies and operations.

Examples of the first category include a bibliography on gerontology for the Southern Conference on Gerontology; selective readings for secretaries, stenographers and typists done for Employee Personnel Services; a bibliography on the history of building construction in the United States for an instructor in the College of Architecture and Allied Arts.

Examples of the second category include surveys of specific fields of scholarly publication, and the compilation of lists of *desiderata*; a cost study of journal duplication made for the University Library Committee; surveys made of titles circulated from the library stacks to determine which additional materials should be moved into the divisional reading rooms.

These examples are a fair cross-section of the work done by graduate assistants. Some of the studies were of such importance that the regular staff would have had to do the job, had no graduate assistants been available; others would have been left undone. Could the library have done this bibliographical work in a more economical way? Three graduate assistants at \$1200 each, produce a salary for a full-time professional staff member who undoubtedly would and could do the kind and amount of work done by the graduate assistants. (A minor digression might be in order here. The \$1200 stipend for nine months at 15 hours per week equals or slightly surpasses our salary of \$3600 per year for beginning staff members. Simple arithmetic bears out the assertion that the graduate assistantships are *not* an attempt to exploit young librarians eager to improve their education). The library's original request to the Committee on Assistantships was based on the

known fact that several instructional departments already were using their graduate assistants to check library holdings, prepare bibliographies, make up reading lists and to do similar routines. The library reasoned that such work could be done more efficiently under the guidance of the Reference and Bibliography Department and that small instructional departments which did not have graduate assistants for these tasks would have a chance to share in such a service if it were provided by a central agency. It is possible that the library's graduate assistants originally were obtained at the expense of graduate assistants in other departments of the University but *not* at the price of other library personnel.

How successful the plan has been as a contribution to the training of participating librarians poses a more difficult question. Let us assume that in an ideal program there would be a large number of well-qualified applicants; the successful candidates would obtain their advanced degrees and go forth to better paying positions in which they used their new knowledge. If these are acceptable criteria of a successful program, what is the evidence of some four years of the assistantships?

The annual announcements of the assistantships usually bring some several dozen letters asking for application forms or more information about the program. A few inquirers, misreading the announcement, think the University of Florida offers advanced degrees in librarianship, which it does not. A few letters are from non-librarians, who are discouraged from applying. If there is an insufficient number of qualified librarian-applicants, the assistantships are given to graduate students already on the campus. From 1951 through 1954, some 91 inquiries produced 22 *bona fide* applicants, that is, applicants who filled out necessary papers, sent transcripts to the registrar and applied for admission to the graduate school.

Of these 22 applicants, nine were em-

ployed in academic libraries, two in public libraries, and two in school libraries. Seven were enrolled in library schools at the time they applied and one was a gentleman of leisure. The sexes were equally represented, and the median age of the applicants was 28.5. Eighteen of the 22 applicants had, or were currently working on, their first professional degrees; and three of these 18 had master's degrees in a subject field. Only two of the applicants had undergraduate majors in some field of science, and only two stated that their proposed subject for graduate study was in the natural or physical sciences.

Despite the small number of applicants, the calibre has been high enough to at least *offer* the assistantships to librarian-applicants. Out of a total of 11 assistantships, including renewals, only six have been held by librarians. (Two of the six were renewals; hence, four individuals have held the six assistantships.) There have been several reasons for this. The assistantships have been declined because the applicants had accepted full-time positions, other fellowships, or had changed their minds for "personal reasons." With such a limited supply of applicants, there were times when there were no acceptable alternates; in fact, one year there were no alternates at all, acceptable or otherwise. In several cases, last minute changes of plans unexpectedly vacated assistantships. When no qualified alternates are available, the assistantships are given to on-campus students recommended by their respective departments. The unforeseen will always make it difficult to insure that librarians will hold the assistantships, and any number of good applicants could not change this situation. The fact does remain, however, that there have been several years in which the shortage of applicants has resulted in granting assistantships to non-librarian graduate students. In short, the criterion of a "large number of qualified applicants" has not been met.

The second suggested criterion for a successful program was that the applicants would "obtain their advanced degrees and go forth to better paying positions in which they used their new knowledge." Of the four librarian-graduate assistants, three originally registered for a master's degree while the fourth began a doctoral program. Two of the graduate assistants came directly from library schools; one had two years' experience in a public library and another two years' experience in a college library. Graduate assistants A and B have completed their master's work; graduate assistants C and D are working on their master's and doctoral degrees, respectively. The two librarians who finished their degrees, however, have not exactly "gone forth. . . ." Graduate assistant A, upon completion of his year's work, accepted a position on the library staff. In the meantime he had a novel published and recently resigned from the staff to accept a teaching position in the Humanities Division of our University College. Graduate assistant B decided to continue work on his doctoral degree and accepted a teaching fellowship in the English Department. Graduate assistant C interrupted her course work to accept a full-time position for one summer and plans to accept a full-time appointment on the staff while she works on her master's thesis. Graduate assistant D, currently on a doctoral program, interrupted his course work to take a full-time position, then resigned to continue his doctorate.

None of the graduate assistants abandoned their study programs, although three of the four interrupted their course work to take temporary full-time positions. The two graduate assistants who completed their degrees, however, are using their "new knowledge" in fields other than librarianship. In the light of these examples, it may behoove a university library not to get too good librarians for the assistantships. These seem to awaken the predatory instincts of

our teaching colleagues. The graduate assistant program may improve the education of librarians; but in the limited cases reviewed, it is a moot question as to which profession will benefit.

Such meager data as provided by four years' experience would indicate that the University of Florida's experiment fell short of the ideal program to achieve the second objective—that of contributing to the education of librarians. There have not been enough well-qualified librarian-applicants to fill the assistantships, and neither of the graduate assistants who completed their degrees have returned to the field as better trained librarians.

Yet the plan may have several beneficial by-products which would compensate for its indifferent "success." While the program was intended to further the training of academic librarians by supporting their formal study, it is possible that it has improved their professional competency through their work assignments. Several of the assistants have testified that they have regarded their work experiences valuable as professional education. But it should be admitted that the evidence on this point is contradictory. While several of the graduate assistants believed their duties "educational," the others stated that they would have preferred a greater variety of tasks which might have enlarged their professional knowledge or skills. They criticized the fact that some of the assignments failed to take advantage of their professional skills. To avoid overburdening the graduate assistants with professional responsibilities and consequently interfering with their studies, the library may have erred in the other direction. Theoretically, of course, the assistantships could be combined with a modified form of in-service training, but to date the assignments of the graduate assistants have been determined primarily by the projects to be done and not by professional improvement.

An unexpected advantage to the library

has been the readiness of the graduate assistants to take short-term appointments to full-time positions on the staff, thus minimizing the dislocations of service which normally result from staff vacancies. There have been five different positions in which the graduate assistants have worked as regular or interim appointees for staff members who have resigned or taken leaves of absence. Short-term vacancies are particularly difficult to fill and the graduate assistants, possessing some familiarity with the library and being already in a state of professional flux, are "naturals" as replacements. Needless to say, no pressure was exerted upon the graduate assistants to take these positions and such appointments have been made only when mutually desirable to both the library and the graduate assistant. The library, however, has had the opportunity of evaluating the graduate assistant as a potential staff member, and when one offers his candidacy the library can accept or reject with a confidence not merited when the appraisal is based on the usual credentials.

In reviewing our experiment with graduate assistants, I am not certain that I could agree with several applicants who highly commended the program and thought that other academic libraries should follow this example. The limited experience of one university library offers no conclusive evidence, but it at least hints that there is no great need for such a program in librarian-

ship. Another library might be flooded with applicants, but I suspect that there are certain factors in library education and the economics of librarianship which would limit the supply of applicants regardless of the institution offering assistantships. I would guess, for example, that a goodly number of the librarians who believe in the need or worth of advanced subject study are currently in academic libraries where they can do graduate work while continuing their full-time professional career. How certain can a librarian be that the advanced degree in a subject field will repay the necessary investment of time and money? Libraries may desire or need subject specialists, but until such demands are formally identified in terms of educational qualifications and higher salaries, few librarians will probably invest in such preparation. In the *Library Quarterly* of January, 1955, Dean Lester Asheim of the University of Chicago Graduate Library School shrewdly analyzed some of the problems of library education, and until some of these more complex issues are resolved, there seems to be little need for university libraries to undertake any comprehensive plans for graduate assistantships with the object of improving professional training. Libraries may find them useful expedients for expanding certain services, for providing ready sources for staff replacements—but they may have to be justified only in such terms.

Documentation Conference

A three-day conference on "The Practical Utilization of Recorded Knowledge" will be held on January 16-18, 1956 at Western Reserve University. This conference will be co-sponsored by the School of Library Science at Western Reserve and other organizations including ALA, SLA, John Crerar Library, Lehigh University, American Society for Metals, Case Institute of Technology and the New Jersey Law Institute. More than 30 experts will discuss problems facing all librarians today in the processing, dissemination and utilization of the constantly increasing volume of recorded information in the fields of chemistry, law, medicine, metals, military decisions, patents, physics and others.

Send registrations to Jesse H. Shera, School of Library Science, Western Reserve University, Cleveland 6, Ohio. The fee is \$10.00 (students, \$2.50). Preprints of review papers prepared by the pre-conference committees will be sent to registrants.

A Unique Friends of the Library Group

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BRANDEIS UNIVERSITY, located in Waltham, Massachusetts, is the only secular, non-sectarian institution of higher learning, sponsored by the Jewish people, in this country. It has the additional unique quality of being the only university whose library is completely supported by a Friends of the Library movement. The group is formally known as the National Women's Committee of Brandeis University. It has contributed over one million dollars to the development of the library in the past six years. The Women's Committee supports, and has supported the library from the day the university opened its doors. While six years is a short time in the life of a university, we have every reason to believe that it will continue as a thriving organization. As of June 30, 1954, there were over 44,000 members organized into 84 chapters around the country. In the belief that an organization of such size would be of interest to other librarians, I have prepared this report on the National Women's Committee.

When the Board of Trustees prepared to open Brandeis University in 1948, they were aware of the necessity of having a fine library for the university and of the costs involved. This awareness could hardly be avoided since Harvard was to be such a close neighbor, only a few miles away. The first venture was a "Books for Brandeis" campaign started by a few women, closely connected with the founders of the uni-

versity, in the summer of 1948, a few months before the opening of the school. This campaign met with indifferent success and was rather quickly cast into the mold which it has kept to the present day. Instead of trying to obtain books, the group obtained a charter as the Women's Committee of Brandeis University, and collected dues from its members, the funds going to the library. The sponsoring group believed that a large number of women, paying a low annual membership fee, might provide sufficient funds to enable the library to acquire the books needed by the students. It should be kept in mind that at this time, Brandeis was a university in name only. There were no graduate or professional schools. In fact, there was only a freshman class of 105, so for the first year at least not too many titles would be essential. The membership fee was set at five dollars and each potential member was told that this sum would purchase one book for the library, and that member's name would be inscribed on the bookplate inserted in the book. A chapter of the Women's Committee was set up in Boston, and very quickly a nucleus was formed in New York and Chicago. By the end of the first academic year, 11 chapters with about 5,000 members had been established. It is probably unnecessary to state that benefactions larger than five dollars were received. Efforts were made to have individuals underwrite the costs of sets and other expensive items that are necessary for reference service as well as to the science instructors. By the end of the second year, the committee

had grown to 16,000 members, in 48 chapters, and had included staff salaries and maintenance costs in its program. Since then, the National Women's Committee has been more than successful each year in providing the funds requested by the librarian.

This brief history of the organization poses many questions and answers none. The remainder of the paper will be devoted to some of the more obvious of these.

A new chapter is usually organized through personal contacts. When a few leaders in community activities become interested in Brandeis University, either through friends, or through our public relations program, they are offered whatever assistance they may desire from the university or from the national office of the Women's Committee, in getting a chapter started. This assistance includes printed material about the university, the library, and the functions of the Women's Committee. It includes speakers, who may be officers of the committee, members of the faculty, members of the university's administrative staff, the president of the university, members of the Board of Trustees, or the president of the board, and in some cases, notables who are not officially connected with the university, but who have offered their help. In brief, all the resources of the university may be drawn upon to help a group get started and to keep it functioning. Until the group has 50 members, the membership is affiliated directly with the national body. New chapters are not chartered until they have a dues-paying membership exceeding that minimum figure. Once a group is functioning, they can, if they wish, arrange for speakers from the university faculty, who will not only discuss the university, but who will, if requested, lecture on the topics that concern them academically.

It may very well be asked, why the presi-

dent of the university or of its board should take the trouble to travel around the country in assisting in the formation of such small groups? The immediate answer is that any president would be willing to devote a good deal of time and trouble to secure benefactions which exceed \$250,000 a year, and which are still rising. But as important as this direct benefit is, the indirect advantages are equally great. Through these chapters the university gains access to the men, the husbands, fathers, and relatives whose interest in the university may thus be stimulated.

The National Women's Committee has become an integral part of the university's fabric. To the best of my knowledge, no other similar group has been so closely drawn into the life of a university. The president of the Women's Committee is an ex-officio member of the Board of Trustees, and has as much voice as any other member of the board in the establishment of university policy. A member of the National Board of the Women's Committee sits in with the Faculty Library Committee and reports back on the discussions and decisions made at the meetings. Parenthetically, let it quickly be established that there has never been any vestige of interference with decisions of the Library Committee, or any attempt to exercise any control over book selection or the development of the library. The librarian and the comptroller discuss the budget of the library with a committee of the National Board before it is submitted to the Board of Trustees. All of these measures have been adopted to arm the Women's Committee with a complete picture of the operations of the library and of the university. Those chapters which are not too distant from the campus are urged to visit, to tour not only the library, but the entire campus. Displays of the newer media, such as microcards and microprint are arranged for them; they can watch the

student body pursuing its normal life of study and recreation; and the latest developments and plans of the university are outlined to them by an officer of the university. We are currently producing a motion picture, concerning the university and the library, which will be used by those chapters too distant for such personal visits.

Every year, immediately after commencement, the Women's Committee holds a national conference on campus. Practically all the delegates arrive in time to participate, in one form or another, in the commencement activities. This conference lasts a week, during which the past year's activities of the library and the entire university are discussed with the delegates in detail. Panel discussions, by leading faculty members and visiting scholars, are held on the role of the liberal arts college, or similar topics. The theme of the conference in 1954 revolved around intellectual freedom. This was explored as it related to the academic world, civilization as a whole, and obviously as it related to the American library picture. It is our belief, that the 300 delegates to the conference took back to their local chapters and to their 44,000 members an awareness of the current threats to intellectual freedom which may have general significance to the intellectual world. In addition there are numerous technical workshops, organized and conducted by the national headquarters, relating to increasing membership, obtaining additional funds, and similar matters. One session is usually devoted to a tour of the library, at which time every effort is made to bring home the need for and the functions of the various bits of equipment, especially the audio-visual material, which is strange to them, and to display the costlier reference and research sets and journal back files, with explanations of their use and importance. Another session is normally begun with an address from the librarian,

which inevitably, regardless of the initial topic, turns into an explanation of the need for additional funds for the coming year, an analysis of accession and circulation statistics, and finally into a question-and-answer session in which we put on a bold front and indicate that it will probably be many decades before we rival any of the leading universities in terms of holdings.

This outline of activities would seem to give the impression that the entire activity of the university staff is given over to functions relating to this Friends movement and not to the legitimate affairs of a university. It is admitted that a good deal of time and effort is devoted to them. Nevertheless, if it is remembered that we have graduated only three classes, and that the sum total of our alumni has not yet reached 500, it may be doubted that more time and energy is devoted to this group than a university normally devotes to the organization of its alumni groups. In addition, it should be pointed out that most of the work is done by the women and their own officers, who are volunteers. In any event, the university functions, and although the president and a few members of the staff are overburdened, the net result has been over \$1,000,000 and over 44,000 Friends, not only of the library, but of the university, and the leveling off is not yet in sight. Bluntly, it pays!

The most difficult question to which an answer must be attempted, is to what extent can other institutions profit by our experience? I have been unable to find sufficiently detailed accounts of other Friends groups to make comparisons of techniques. Superficially, however, it seems relatively certain that the intensity with which this organization has been cultivated at Brandeis is greater than most institutions have attempted. I believe also that this conscious striving for a mass membership with its low

(Continued on page 369)

College Librarians and Recruiting

Mr. Harvey is librarian, Kansas State Teachers College, Pittsburg.

RECRUITING IS A popular subject. Ever since the great shortage of librarians developed during the last war, we have been talking about it. College and university librarians should join the movement to recruit more and better librarians for the library schools. This is necessary because of the present shortage, and because college librarians are in a good position to recruit.

To have vacancies seems to be chronic. It is unusual for a college or university library director to fill his vacancies easily. The library school deans would like to help, but they often have no names in their files. These vacancies are especially numerous for positions with specialized qualifications. Try to find a good chemistry librarian, agriculture librarian, physics librarian, art librarian, or catalog librarian! The library schools do not graduate enough people to fill all these vacancies; most library schools are small and struggling and are operating well below capacity, as they have for several years.

Everyone talks about the personnel shortage, but few librarians do anything about it. The library school deans expect their alumni to recruit, but the alumni leave it to the deans. The profession expects the Joint Committee on Library Work as a Career to direct national recruiting, but the Joint Committee waits for the profession to recruit. It is time we stopped buck-passing, and began recruiting seriously.

College librarians are in a good position to recruit. School librarians, because of their association with high school student

assistants about to make vocational decisions, should also recruit; but college librarians have several advantages over them.

In the first place, college and university librarians also work with student assistants—our most promising recruits. Many staff members work closely with them and have good opportunities for recruiting. Often student assistants are given some responsibility and do work of near-professional quality. Inevitably, they must learn much about library work, and should be easily sold on it. College librarians can also identify those students interested in reading and in books, and they should also be good prospects.

I have urged school librarians to recruit because many vocational decisions are made in high school; many students arrive at college with a major and a career already chosen. But it is also true that many others have not yet decided. In the liberal arts colleges, especially, we find many students who have not yet made vocational decisions, and they may well listen to our discussion of librarianship.

There are also college students who have chosen a major but have no post-graduation plans. In many fields, to pursue the major field after graduation, the student must teach, and many students do not care to teach. By all means, these students should receive our close attention. Librarianship needs people with varied backgrounds; we need people from every major field to serve in our many departmental libraries. Where are we to find the chemistry, agriculture, physics, art, and catalog librarians unless we persuade majors in these departments to become librarians?

College and university librarians have yet another advantage over school librarians. Most school libraries are small with only a few thousand volumes, while college libraries are much larger. Some are large institutions in their own right with hundreds of staff members. College library student assistants see much larger and more interesting and impressive libraries than do high school library student assistants. And they see full-time professional librarians giving good service, while high school students sometimes see a part-time librarian with little library education giving inadequate service. College students can see librarians in many different types of positions, while high school students see only one librarian, so they cannot appreciate the variety of jobs possible in the profession. All of this should make recruiting easier for the college librarian.

College librarians also work with students who are nearing maturity. They can guess more accurately how these students will turn out—how promising they are—than can high school librarians. They can predict with more accuracy how good these students would be as librarians.

College students are soon to be wage-earners, so vocational choices are more important to them. High school students can postpone their decisions several years, but time is more pressing for college students. This should make them more serious, of course. Delivering the goods to library school should be easier when the students are only one instead of five years away.

College librarians, therefore, should be among our most successful recruiters; they have many advantages over other librarians. They must recruit in every library or our personnel shortage will continue.

A Unique Friends of the Library Group

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annual dues—which is interpreted as “buying a book for Brandeis”—is new. Possibly we found ourselves in a position to take advantage of a pattern of community organization established and ingrained into the Jewish communities of the country by other Jewish philanthropies such as Hadasah, and such a pattern would not be generally available to other institutions. Very probably the unique quality of Brandeis as a non-sectarian university sponsored by the Jewish people triggered a wave of support and enthusiasm which would be difficult

to generate for a university with generations behind it. If such is the case, the real test of our Friends movement will come when we have at least decades, if not generations, behind us. Nevertheless, for those librarians who have felt that their administrations are somewhat lukewarm in their support of their efforts to develop a Friends movement, it would seem as if this report could be of assistance as an indication of what may result from a concerted and sustained effort which involves all elements of the university.

Eastern College Conference

The forty-first conference of the Eastern College Librarians will be held on Saturday, November 26, 1955, in McMillin Theater of Columbia University. The morning meeting will be devoted to “Recruiting Library Personnel” and the afternoon meeting to “Automation in the Library.” A copy of the program will be mailed upon request to the chairman, Lorena A. Garloch, university librarian, University of Pittsburgh.

Book Classification and the Problem of Change

Mr. Haykin is editor of the Decimal Classification.

THERE IS A PARADOX in the attitude of librarians toward the classification of their book collections. On the one hand, they point to the inadequacies of the system they employ and blithely—perhaps one should say, innocently—proceed to make changes in the system, ostensibly either in order to correct flaws in the system or to adapt it to the "local situation." On the other hand, they are aware of—indeed, they point to—the cost of change and appear satisfied if the system provides a place, any place, for a topic without reference to the unity and consistency of the system. Because this paradox exists, it is necessary to examine the various factors in the problem of change as they affect libraries. It is expected that this examination will provide the basis for more rational solutions of the problem.

Modern systems of classification for library materials are based primarily on subject relationships, largely disregarding such considerations as language, format, chronology (date of publication, age or period covered, obsolescence), or relegating them to a secondary order. The obvious assumption that underlies subject relationships is that users of the books on the shelves, both the library's public and the library's staff, are best served by a subject arrangement. Otherwise, libraries could find justification for arrangement by author. Law libraries, for example, sometimes arrange treatises by

author, so that books on diverse subjects stand together on the shelves and books on the same topic are scattered. The underlying assumption here is that the user of the library would not be aware of, or concerned with, books dealing with subjects related to the one he is concerned with at the moment and that his needs would be satisfied by resorting to the alphabetical arrangement on the shelves by author or to the catalog under the appropriate subject heading. Many libraries, notably public libraries, make their primary arrangement by language, that is, all the German books together, the French books together, and so on. However, the books in each language are then arranged by subject following the order of the system of classification by subject. In order to make the most economical use of space libraries frequently group their books by size, shelving octavo volumes separately, then quartos, folios and extraordinarily large books, each as a separate group. Here, too, however, each group is virtually always arranged according to the subject classification. Largely, then, modern libraries deem it best to arrange their books by subject, the general assumption being that a library following the open-shelf policy or nearly all American public and school libraries, the user of the library may either find the book he desires among other books on the same subject or, failing to find it, would be satisfied with another book on the same subject. For the reference and reader-advisory staff of the library a subject arrangement is considered a definite advantage, since it often

enables them to find several books on the same subject of which one may contain precisely the information sought. To a casual user of the shelves the subject arrangement also has a suggestive value; that is, it leads the user to an interest in related topics, which in a subject arrangement would be contiguous or near to the subject sought.

An important implication in any classification based on subject arrangement is that familiarity with a subject implies on the part of the user of the library some sense of the structure of the subject matter and of the relationships of topics within the subject. Thus, for example, it is assumed that the user who seeks a book on income tax would be aware that taxation is an element of public finance, and that it is associated with customs and tariff, the public debt, government bonds, and the like; so that, if he encountered books on any of these topics, he would expect to find the material he seeks near them. If there were no such assumption, library needs would be satisfied by a sequence of unrelated topics, the sequence being arranged purely arbitrarily in the order in which they initially come up for consideration, or alphabetically, or by any other method other than one based on subject relationships. To equip any such arrangement with a system of notation would be a relatively simple matter.

A user of the open shelves of a particular library would become familiar with the location of books on the topics of his interest and return to them without difficulty. Yet the suggestive value of a true subject arrangement would be lost and any shifting of the books made necessary by the growth of the collection or for administrative reasons would require the user to learn a new location for his topic.

Virtually all makers of subject classifications have recognized the value of the common use of a single system. Melvil Dewey recognized this from the very beginning.

Although the Library of Congress classification was devised solely with the needs of the Library of Congress in mind, its use by a considerable number of libraries has increased its value to other libraries, not only because the class numbers on Library of Congress catalog cards eliminates most of the cost of classifying, but interlibrary loans and other mutual library services are facilitated and improved. The universal use of the Dewey Decimal Classification in public, school, and university and college libraries has encouraged schools, colleges, and universities to offer elementary instruction in the system, presumably because it helps the students in the use of the books on the shelves and because of its continuing help in the use of other libraries. These considerations have a bearing as well on centralized classification and the problem of change as will be brought out later.

Subject classifications are the rule in modern libraries and are considered helpful to the reference and reader-advisory staff, the habitual users of the library, "in subsequent use of other libraries, and in interlibrary relations and services. This is the *raison d'être* of subject classification, aside from any sense of orderliness or conformity to a system of knowledge which they impart. Libraries can hardly avoid subject classification for their open-shelf or even limited-access collections. The problem of change must, therefore, in the first instance be considered in this context. Only insofar as circumstances diminish the value of subject classification can other factors, no matter how important, become the dominant considerations.

The discovery of new facts and the shedding of new light on old facts tend to affect the organization of knowledge, hence the structure of book classification. If subject classification has value, it derives it primarily from its continuing relationship to the organization of knowledge. Those who have

devoted any time to describing and criticizing existing subject classification have invariably found fault with the failures of logic in their structure and the lag between the schedules and advancing knowledge. Anyone familiar with the Dewey Decimal Classification has heard criticism of the organization of the 100 class (Philosophy), of the separation of the 800 class from the 400 class, of the lack of adequate provision for topics in modern physics, for the extensive literature of sociology, for modern psychology. The clear implication of this criticism is that the system is expected not only to expand but to correct what is no longer valid in the light of increased knowledge. In fact, the editors through the years have been urged by libraries not only to expand particular parts of the classification not deemed by the libraries sufficiently detailed for their needs, but also, and frequently, to correct what they deemed to be errors, whereas in many instances they were not out of line with the state of knowledge years ago, but in the light of present-day knowledge were no longer valid. Even the separation of 400 from 800 and of 300 from 900 can be explained on the basis of the Baconian system or an accepted order of the sciences at the time the Dewey Decimal Classification came into being; yet hardly anybody would find the separation reasonable now.

The history of the Dewey Decimal Classification, through its successive editions, is not by any means free of change. It is true that most of its development was by accretion, yet changes in varying degree, other than expansions, have been made from the very beginning, even if we leave the first, obviously tentative, edition out of consideration. As examples of changes from the 2nd edition through the 12th one might cite the following: 1) 333.9 meant fisheries (obviously in connection with its economic aspects) in the 2nd through the

9th edition, and water rights thereafter; 2) Mormonism, which was 298 through eight successive editions and since the 10th has been 289; 3) general European history, the periods of which through the 9th edition were assigned the numbers 940.1-940.9 and in the 10th were contracted to 940.1-940.2 in order to provide shorter numbers for the War (940.3-.4) and 940.5-.9 for succeeding periods; 4) psychology, which has been classified dichotomously in 130 and 150 through the 12th edition, was provided in the 13th with an "alternative expansion based on present-day lines of thought"; and 5) systematic botany, which through fifteen editions has, contrary to the general principle of structure in classification, proceeded from the most complex to the simplest, was in the 14th edition provided with an alternative abridged from the Universal Decimal Classification and embracing, in the reverse order, all systematic botany under 582 rather than 582-589 as in previous editions.

The change from 940.1-.9 to 940.1-.4, it might be noted, involved considerable numbers of books in all libraries since the numbers covered the general history of Europe from the fall of the Roman Empire to date. Those libraries which decided to keep the Dewey Decimal Classification were obliged to reclassify their books on this subject. In all libraries there were considerable numbers classified in 940-.1 through 940.9 which, by the change in the 10th edition, had to be reclassified. Otherwise, each library had to develop on its own the classification for the history of Europe beginning with the First World War. If it did not do so, it would to some extent lose the benefit derived from the use of a common classification and could not make direct use of the Decimal Classification numbers on Library of Congress cards. It is doubtless true that some libraries at the present time are still using editions antecedent to the 10th. If, however, a sound and up-to-date classifica-

tion is of value to libraries, these libraries are behind the procession and fail to reap the full benefit of a common classification and of the cooperative and centralized work of the Library of Congress, the H. W. Wilson Company, and the American Library Association.

There is no denying or minimizing the economic factor in classification. A substantial part of the cost of preparing library materials for use is chargeable to classification. It is this fact, among others, which pointed the way to cooperative and centralized classification. Melvil Dewey himself recognized the economic waste involved in separate classification of a book by a number of libraries, even aside from the fact that cooperative classification offers the means of securing greater subject competence for the task. And even more than the cost of original classification, libraries must look with a critical eye at the probable cost of reclassification. Many a library administrator, burdened with the necessity of keeping down the cost of preparing materials for use in order to maintain basic library services, is willing to assume that a book once classified should remain classified regardless of the importance of subject classification and of the validity of the class numbers. These administrators frequently decide to accept without questioning, and certainly without study or investigation, class numbers provided by centralized, cooperative classification services. If subject classification and the validity of numbers are really important, this attitude on the part of administrators is to be deplored, yet the motives behind the attitude are real and sometimes inescapable. We must recognize that such administrators are willing to tolerate a certain margin of error and to accept less than the full effectiveness of class numbers. The problem of change is met by them head on and their decisions accept the consequences.

However, our particular concern, as indicated at the beginning of this paper, is the attitude of librarians—administrators of libraries, administrators of so-called technical processes, and practicing catalogers alike—who insist on the values of classification, on the one hand reject outright changes in the system, yet on the other hand indulge in less valid and generally less justifiable change. It is an undeniable fact that many libraries among those which are seriously concerned with classification deviate from official, published versions of the systems they ostensibly follow and defend against change. It would be difficult to find a single library of substantial size using the Dewey Decimal Classification which has not deviated in one or two important ways from the published schedules. Perhaps the commonest deviation is the use by local decision of a number in a particular sense other than that obviously intended by the Dewey Decimal Classification. A library which, for example, omits the use of 327 for foreign relations and instead broadens 341.2 to include it, clearly deviates from the published schedules. So does a library which develops an expansion of its own in order to concentrate under one group of numbers materials for which provision clearly exists elsewhere in the schedules. Whether by the use of numbers in a sense not intended by the schedules or expansions locally developed which are out of line, logically or structurally, with the published schedules, the libraries which deviate for whatever reason lose the values of library cooperation which result from using a common classification and from centralized classification. There is value to the reader in being able to find in two libraries the same subject matter under the same number. There is a similar temporary value to new members of the staff. The user who was introduced to the classification by his school library is likely to be disconcerted in not

being able to find in the public library a book for the subject of which he learned the correct class number in school. The library which does not deviate can freely use the class numbers assigned centrally and thus effect a saving in the cost of classification, even aside from the likelihood that numbers are assigned centrally more often by classifiers of special subject competence. One must not leave completely out of consideration the fact that locally developed expansions require continued local editing and expansion and are thus added charge in the cost of classifying the library's collections.

Whether deviations are desirable or not and in spite of the cost, it must be remembered that no library is legally or morally bound to adhere faithfully to the published schedules. That they have deviated so generally is itself evidence that they were free to make the decision. However greatly deviation may be deplored, it is in fact widely practiced. It cannot be reduced or brought to a stop except by a universal recognition and acknowledgement of the value of adhering to the intent of the editors of the published schedules, regardless of differences of opinion in regard to the validity or usefulness of the numbers. This is not the expression of a hope or expectation, but merely the statement of the condition under which libraries using the Dewey Decimal Classification can reasonably expect the reduction or elimination by the editors of changes in the schedules.

So long, however, as the purposes and uses of a subject classification are recognized and accepted, the editors must hew to the line and attempt to achieve a classification which is, as far as possible, in accord with present day knowledge. They must of necessity temper validity with expediency and avoid changes which would necessitate large-scale reclassification on the part of libraries that do follow the schedules faithfully and employ a minimum of deviations.

This still leaves other libraries completely free not to change their present practice and to continue to deviate and make their own expansions. The machinery for limiting change is in existence in all libraries that have employed deviations. It lies in the marginal annotations and separate instructions which they have made for their catalogers to follow. Having used this method before, there is nothing these libraries need to do beyond indicating, following every change in the revised schedules, the older number which they would use instead. Inevitably libraries have annotated their copies of the 14th edition; inevitably the Decimal Classification Section annotated its copies of the 14th and 15th editions to show the variations which are to be used on the Library of Congress cards. One of the largest public libraries in the country has used the Dewey Decimal Classification selectively regardless of edition; this library inevitably had to go down the line and select from both the 14th and 15th editions the numbers it chose to use. Where the changes are deemed important enough for a library's purposes, it follows that the necessary expense will be incurred and the change made. In public and school libraries, whose collections do not ordinarily serve the purpose of research, there is a valuable by-product of reclassification: it is the time for weeding-out of the collections out-of-date and otherwise unused books.

In sum: the value of subject classification is generally recognized; it derives its value in part from the validity of its organization and in part from its common use by a number of libraries; in spite of the importance of common use, libraries frequently deviate from the accepted, published form of the classification; the changes which a classification must undergo to retain its validity through the growth of knowledge may be treated by libraries as they treat the existing common classification, that is by accepting the changes on a selective basis.

New Periodicals of 1955—Part 1

Miss Brown is head, Serials Section, Descriptive Cataloging Division, Library of Congress.

A SELECTION OF TITLES from the new periodicals launched during the six months ended June 30, 1955, presents the results of research and experimentation in new fields as well as the results of new methods of study and investigation of old problems. Space travel, electronics, antibiotics, viruses, the Bible, American Civil War history and modern fiction are some of the subjects treated. An unusually ingenious editor and an equally ingenious publisher can be detected in a couple of cases.

ENGINEERING

A number of important engineering journals have been received. The *A.I.Ch.E. Journal* has been started as the official publication of the American Institute of Chemical Engineers. It will be devoted to theoretical developments and research in chemical engineering and allied branches of engineering and science. To disseminate and support publicly as many of the creditable proposals for the conquest of space as possible is the purpose of the American Astronautical Society. *Astronautics*, the society's journal, will be the means for carrying out this aim. The first issue, although dated Fall 1954, is included here because it contains interesting articles on such subjects as the training, equipment and insurance for spacemen. Electric utility operators are beginning to find it a necessity to maintain every month in the year the business resulting from the sales occasioned by the use of air conditioners during the hot weather. Hence, the objectives of *Electric Heat and Air Conditioning* are education in, and promotion of, the use of electric heating as well as electric cooling. A highly specialized technical journal, *Electrical and Electronic Insulation* will deal with the materials and methods of electrical and electronic insulation. New products and new literature

will be featured regularly. *Industrial Packaging* shows how to package objects ranging from kitchen cabinets to electronic apparatus and from business machines to laboratory instruments. *Library of New American Products* will report in English, French and Spanish on new American products and techniques in the fields of electronics and aviation. The solution to the problems of controlling noise in apartments, houses, factories and streets will be given in *Noise Control*, a publication of the Acoustical Society of America. *Plastics Technology* will be concerned with the technical aspects of the plastics industry and will be edited for the technical men in production, research, development, sales service and management.

HISTORY

An ambitious historical abstracting journal has been launched by Eric H. Boehm, now at the University of Vienna, assisted by a worldwide advisory board. *Historical Abstracts*, for the present, will include articles on political, diplomatic, economic, social, cultural and intellectual history concerning the period 1775-1945 in the periodical literature (including yearbooks) the world over. It is hoped that expansion to the years prior to 1775 may be achieved soon. All abstracts are in English and cover current, scholarly, historical and "peripheral" journals. The University of Iowa Library has launched *Civil War History* to explore in detail "on a non-partisan, scholarly basis, that period of national tumult. Not only the battles, but the men and women who made the battles, the literature, the music, the art, the journalism—the vast kaleidoscope of the Civil War era" will be the field of investigation. By means of *M.H.S. Miscellany* the Massachusetts Historical Society hopes to share with friends, documents of surpassing interest which it acquires. Chosen for reproduction in the first number is a virtually unknown letter of George Washington to Governor Robert Dinwiddie of Virginia, dated at Winchester, October 17, 1753.

LAW

The Medico-Legal Reporter is a bi-weekly index-digest of recent cases and medical articles pertaining to personal injury. *New York Law Forum* from the New York Law School will review significant legal developments with emphasis on New York and Federal law.

LIBRARY SCIENCE

Contents in Advance reproduces the tables of contents of the current major library and documentation publications of the world as a service to librarians and documentalists to help them keep up with current professional developments. It is edited by Eugene Garfield, referred to above as ingenious, and published eleven times a year in Philadelphia. One issue will consist of a union list of the journals whose tables of contents are included. (Volume one, number three was consulted.) *Granthalaya* is the monthly organ of the Hyderabad Library Association. The principal article in the first number is an address "Library Service and Renascence" by Dr. Ranganathan at the association's conference.

LITERATURE

The Student Association in cooperation with the Art and English Departments of American University are publishing *The American University Writer*. The contributions are poems, stories and articles by students. The Associated Students of Occidental College are issuing *Focus* as a means of publishing student contributions. At Purdue the Modern Fiction Club is publishing *Modern Fiction Studies*. This is a quarterly devoted to criticism, scholarship and bibliography of American, English and European fiction since about 1880. The first issue is a Joseph Conrad number. *Paperbound Books in Print* is an index to available paper books. It will be published three times a year from the offices of *Publishers' Weekly* and *Library Journal* by R. R. Bowker Company. *Unusual* is published by Script Delivery Service. It will publish short stories by new writers. This publisher delivers manuscripts to one or all of five New York City editors and will hold rejection slips until all markets have been tried. It would seem he should have a readily available source of material for his own journal. *Whetstone* is a "little" maga-

zine edited by Jack Lindeman and Edgar Schuster and published in Philadelphia.

MEDICINE

Some new journals of interest to the medical profession are *The Journal of Biophysical and Biochemical Cytology* and *Clinical Chemistry*. The former title is published by the Rockefeller Institute for Medical Research. It "is designed to provide a common medium for the publication of morphological, biophysical, and biochemical investigations on cells, their components, and their products. It will give special attention to reports on cellular organization at the colloidal and molecular levels and to studies integrating cytological information derived from various technical approaches." *Clinical Chemistry*, the journal of the American Association of Clinical Chemists will publish reports of original investigations of the application of chemistry to medicine. Abstracts of periodical articles and book reviews will be included. *Antibiotic Medicine* will report on the progress made in antibiotic therapy. The papers are based on clinical studies and are accompanied by summaries and bibliographies. *Journal of Chronic Diseases* was begun as a result of the publication of the report of the Commission on the Health Needs of the Nation which urged greater research on chronic illnesses. Again articles are based on clinical studies and are accompanied by bibliographies. Reports on the laboratory results of research in viruses comprise the contents of *Virology*.

RELIGION

Each number of the *Canadian Journal of Theology* will contain an article of each of the following types: theological or theological-philosophical, Biblical (in the Old and New Testament fields alternately), historical (relating to Canadian church history particularly), political and social, pastoral and psychological, editorials and book reviews. *The Gordon Review* is published by faculty members of Gordon College. A few articles, among which are "Old Testament Quotations in the New Testament," and "The Scientist and the Universe," and book reviews make up the content of the first issue.

MISCELLANEOUS

Accounting. The accounting firm of Touche, Niven, Bailey, and Smart is issuing a

Quarterly Review intended primarily for its staff but of such quality and scope as to be of interest to accountants generally. "The Accountant's Responsibility for Disclosure of Events Subsequent to Balance Sheet Date," and "Is Direct Costing the Answer?" are the leading articles in the first issue.

Digests. *Il Milione* claims to be "the only Italian digest in the United States." It is published monthly in New York and resembles other "digests" as to size, style and content.

Films. *Film Culture* from New York has as its objective "to help impart depth and vigour to cinematic culture in our country by becoming a meeting ground for outspoken discussion and constructive analysis of ideas, achievements and problems in the domain of the film." Articles such as "Motion Pictures and the Public" (a plea for improved quality of pictures), "The Film as an Original Art Form," notes on new films, including foreign productions, synopses, etc., are included.

Folklore. *Kentucky Folklore Record* published by the Kentucky Folklore Society will record folklore activities in the state.

Forestry. *Forest Science* is published by the Society of American Foresters in Washington as a cooperative venture between the society, the University of Michigan and the United States Forestry Service. It will report the results of original investigations and reviews of foreign and domestic books.

Government. *Ideas on Liberty* is published in Irvington-on-Hudson by the Foundation for Economic Education. It will champion the theory of private ownership, the profit and loss system, limited government, etc. The contributors include members of the foundation staff, college professors, editors and others. The Institute of Public Affairs at the University of Texas announces that its new periodical *Public Affairs Comment* "will be devoted to the discussion of current problems in public affairs." The first number was limited to Texas public affairs.

Marketing. *Studi di Mercato* from Rome is the organ of the Associazione Italiana per gli Studi Mercato. The first issue reports on scientific studies on various phases of marketing, includes book reviews and information on world marketing societies.

Micropaleontology. *Micropaleontology* is a scholarly quarterly published by the Department of Micropaleontology of the American Museum of Natural History in New

York. Articles are signed, illustrated and accompanied by bibliographies.

Parks. *American Parks Bulletin* contains news about state and national parks, forests and monuments and the plants, trees and animals found in the parks.

Places. *Bruxelles* is intended to show the development and change in the city of Brussels and would be of interest to foreign visitors to Belgium's capital. *Comercio Exterior* is a monthly publication of the Banco Nacional de Comercio Exterior, Mexico. It is intended to provide non-Spanish-speaking foreign business circles with up-to-date information about Mexico's economy and foreign trade. *Commercial News of Yugoslavia* means news of interest to foreign traders, such as foreign exchange regulations, agricultural and industrial production and market conditions.

Propaganda. A genuinely pro-Communist, anti-American journal is *International Affairs* published in Moscow. Communist proof of such matters as American and British violation of treaties, American agitation for war and Russian agitation for peace, failure of the E.D.C., the crisis in capitalism and others, requires that the usual liberties be taken with the facts.

Public Administration. In the Spring 1955, issue of *The Journal of Public Administration* the New York University Chapter of the American Society of Public Administration presents studies by graduate students on the administrative phases of the selection of the United Nations sites, hospital administration, Federal support of research projects, and the care of the tubercular.

Senior Citizens. Published by the new society, Senior Citizens of America, under the editorship of Joy Elmer Morgan, retired, *Senior Citizen* made a good start in January. Membership in Senior Citizens is open to all persons over forty. The journal will keep readers in touch with what is being discovered and done in gerontology, nutrition, housing, recreation, travel, investment, taxation, social security and education. Among the contributors and contributions of volume one, number one are a story by Dorothy Canfield Fisher, "Libraries and the Senior Citizen," by Helen T. Steinbarger of the District of Columbia Public Library, a discussion of the 1954 amendments to the social security law and many other notes and stories based on personal experience of interest to "senior citizens."

Periodicals

- A. I. Ch. E. Journal.* American Institute of Chemical Engineers, 25 West 45th Street, New York 36. v. 1, no. 1, March, 1955. Quarterly. \$9.
- American Parks Bulletin.* Box 247, Lomita, Calif. v. 1, no. 1, January/February, 1955. Bi-monthly. \$1.75.
- The American University Writer.* American University Student Association, Washington 16. v. 1, no. 1, Spring 1955. Frequency and price not given.
- Antibiotic Medicine.* M.D. Publications, Inc., 30 E. 60th Street, New York 22. v. 1, no. 1, January, 1955. Monthly. \$15.
- Astronautics.* American Astronautical Society, 516 Fifth Avenue, New York 36. v. 1, no. 1, Fall, 1954. Quarterly. \$6.
- Bruxelles.* 80, rue Belliard, Bruxelles. v. 1, no. 1, January/February, 1955. Bi-monthly. 350 Fr.B.
- Canadian Journal of Theology.* 65 Queen's Park Crescent, Toronto 5. v. 1, no. 1, April, 1955. Quarterly. \$3.
- Civil War History.* State University of Iowa, Iowa City, Iowa. v. 1, no. 1, March, 1955. 4 no. a year. \$5.
- Clinical Chemistry.* P. Hoeber, Inc., 49 East 33d Street, New York 16. v. 1, no. 1, February, 1955. Bi-monthly. \$8.
- Comercio Exterior.* Banco Nacional de Comercio Exterior, Venustiano Carranza 32, México, D.F. v. 1, no. 1, February, 1955. Monthly. Price not given.
- Commercial News of Yugoslavia.* Studentski Trig 15, Beograd. v. 1, no. 1, January 10, 1955. Bi-weekly. \$15.
- Contents in Advance.* Box 7521, Philadelphia 1. v. 1, no. 1, January, 1955. 11 no. a year. \$6.
- Electric Heat and Air Conditioning.* 2 West 45th Street, New York 36. v. 1, no. 1, January, 1955. Quarterly. \$2.
- Electrical and Electronic Insulation.* Lake Publishing Company, 718 Western Avenue, Lake Forest, Illinois. May, 1955. Monthly. \$5.
- Film Culture.* 215 West 98th Street, New York 25. v. 1, no. 1, January, 1955. Bi-monthly. \$2.25.
- Focus.* Associated Students of Occidental College, Los Angeles 41. v. 1, no. 1, May 3, 1955. Frequency not given. Price not given.
- Forest Science.* Society of American Foresters, Mills Building, Washington 6. v. 1, no. 1, March, 1955. Quarterly. \$6.
- Gordon Review.* 30 Evans Way, Boston 15. v. 1, no. 1, February, 1955. Quarterly. \$1.75.
- Growthalaya.* Hyderabad Library Association, Hyderabad-Deccan. v. 1, no. 1, January, 1955. Monthly. \$1.
- Historical Abstracts.* c/o Historisches Seminar, Universität Wien, Wien 1. v. 1, no. 1, March, 1955. Quarterly. \$15.
- Ideas on Liberty.* Foundation for Economic Education, Irvington-on-Hudson, New York. May, 1955. Frequency not given. \$.50 per copy.
- Industrial Packaging.* Haywood Publishing Company, 22 E. Huron Street, Chicago 11. v. 1, no. 1, January, 1955. Monthly. \$5.
- International Affairs.* Znanye Publishing House, Moscow. no. 1, January, 1955. Monthly. \$3.50.
- The Journal of Biophysical and Biochemical Cytology.* The Rocketteller Institute, New York 21. v. 1, no. 1, January, 1955. Bi-monthly. \$7.50.
- Journal of Chronic Diseases.* C. V. Mosby Company, 3207 Washington Boulevard, St. Louis 3. v. 1, no. 1, January, 1955. Monthly. \$12.50.
- The Journal of Public Administration.* Room 520, Main Building, Graduate School of Public Administration and Social Service, New York University, Washington Square, New York 3. v. 1, no. 1, Spring, 1955. Frequency not given. Price not given.
- Kentucky Folklife Record.* Kentucky Folklore Society, Western Kentucky State College, Bowling Green, Kentucky. v. 1, no. 1, January/March, 1955. Quarterly. \$1.50.
- Library of New American Products.* American Products Information Service, 1001 Connecticut Avenue, Washington 6. no. 1, May, 1955. Quarterly. \$25.
- M. H. S. Miscellany.* Massachusetts Historical Society, 1154 Boylston Street, Boston 15. no. 1, February, 1955. Irregular. Price not given.
- The Medico-Legal Reporter.* Current Medicine for Attorneys, 209 South Station Boulevard, Boston. v. 1, no. 1, June 1, 1955. Semi-monthly, \$175.
- Micropaleontology.* Department of Micropaleontology, American Museum of Natural History, Central Park West at Seventy-Ninth Street, New York 24. v. 1, no. 1, January, 1955. Quarterly. \$5.
- Il Milione.* 197-199 East 4th Street, New York 9. v. 1, no. 1, January/February, 1955. Monthly. \$5.
- Modern Fiction Studies.* Room 108, University Hall, Purdue University, Lafayette, Indiana. v. 1, no. 1, February, 1955. Quarterly. \$1.
- New York Law Forum.* New York Law School, 244 William Street, New York 38. v. 1, no. 1, March, 1955. 4 no. a year. \$5.
- Noise Control.* 37 East 55th Street, New York 22. v. 1, no. 1, January, 1955. Bi-monthly. \$5.
- Paperbound Books in Print.* R. R. Bowker Company, New York. Summer, 1955. 3 no. a year. \$2.
- Plastics Technology.* Bill Brothers Publishing Corporation, 386 Fourth Avenue, New York 16. v. 1, no. 1, February, 1955. Monthly. \$4.
- Public Affairs Comment.* Institute of Public Affairs, University of Texas, Austin 12. v. 1, no. 1, January, 1955. Bi-monthly. Free.
- Quarterly Review.* Touche, Niven, Bailey and Smart. 1380 National Bank Building, Detroit, Michigan. v. 1, no. 1, February, 1955. Price not given.
- Senior Citizen.* Senior Citizens of America, 1701 Sixteenth Street, N.W., Washington 9. v. 1, no. 1, January, 1955. Monthly. \$5.
- Studi di Mercato.* Associazione Italiana per gli Studi di Mercato, Via S. Maria in Via 37, Roma. v. 1, no. 1, January, 1955. Quarterly. L2000.
- Unusual.* Script Delivery Service, 111 East 26th Street, New York 10. v. 1, no. 1, 1955. 4 no. a year. \$2.
- Virology.* Academic Press, Inc., Baltimore 2. v. 1, no. 1, May, 1955. Frequency not given. \$6.
- Whetstone.* 6039 N. Camac Street, Philadelphia 41. no. 1, Spring, 1955. Quarterly. \$2.

New ACRL Reference Publication

Samuel Rothstein, assistant librarian, University of British Columbia, is the author of *The Development of Reference Services Through Academic Traditions, Public Library Practice and Special Librarianship* (ACRL MONOGRAPH No. 14). This study is a full-length book that gives an entirely new perspective to reference work.

Examining the activities of major American research libraries in order to trace reference services from their first beginnings one hundred years ago, *The Development of Reference Services* emphasizes the continuing contributions of various types of libraries to the expanding concept of reference service. Well-written and exhaustively documented, this book will be of interest not only to reference librarians, but to all who are concerned with college, university, public and special work. Orders should be addressed to ACRL MONOGRAPHS, c/o American Library Association, 50 E. Huron St., Chicago, Illinois. The price is \$2.75 for paper covers, and \$3.25 for cloth binding.

Surveying Library Needs of the Office of Education

Mr. Dunbar is chief, Service to Libraries, United States Office of Education.

AT A WELL-KNOWN UNIVERSITY, students used to say irreverently that its medical center did not seem to care what happened to the patient; it was concerned, so they felt, only with whether or not the diagnoses and techniques used were correct. To some extent, this account will deal with only the techniques and methods used in a particular survey, and will not go into the fate of the "patient." The procedures developed will have significance and possible application, it is hoped, for any library with research responsibilities.

The occasion for this survey arose when the Library Committee of the Department of Health, Education, and Welfare attempted to define the function and scope of the Department Library. The different constituent units which compose the Department had diverse views regarding the services that should be required. To obtain facts for stating the Office of Education position, this inquiry about the needs of its staff for library facilities and services was undertaken.

BACKGROUND INFORMATION

By way of background, several pertinent facts should be borne in mind. The organic act of 1867 establishing the Office of Education, authorized the following:

Collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories and diffusing such information . . . as shall

aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country.

In a recent article, Commissioner Brownell emphasized that the basic responsibilities laid upon the Office of Education by the enabling act of 1867 still hold and that one of these purposes is educational research.

OBJECTIVES OF THE SURVEY

A study of the objectives of the proposed survey by the Office of Education representatives revealed quickly that a statistical count of the use of the library was not enough. Several other dimensions were needed for a complete picture of the situation. Consequently, an inquiry schedule was devised which sought to ascertain from the education specialists:

- (1) What types of materials are needed?
- (2) For what purposes are they used?
- (3) How frequently are they used?

In other words, some qualitative factors as well as quantitative ones were injected into the inquiry.

Allied to these three major questions, some other significant information was looked for, such as:

Subject areas covered by the Office of Education staff

Particular aspects of these subject areas on which the specialists concentrated

Need (expressed in terms of years) for back files of professional journals, association proceedings, college catalogs, annual reports, etc.

Professional books and journals that each

specialist considered essential to his research or consultative services.

Availability of personal books and periodicals that might obviate the necessity of using the Department Library

Hindrances to research and consultative services because of inadequate library services and facilities

Assistance to research and consultative services because of satisfactory library services and facilities

TYPES OF LIBRARY MATERIALS

The first task in constructing the inquiry schedule was the compilation of a checklist of the types of materials that specialists in the field of education might be expected to use in their research and consultative services. This list was based on the Library of Congress classification schedules, on annual and other reports of the Office of Education Library, on publications in the field of education, and on suggestions from staff members.

After considerable adjustment and consolidation to facilitate ease in response, the following list of types of materials was drawn up:

SPECIAL COLLECTIONS IN EDUCATION

- Theses
- University and college catalogs
- Courses of study
- Periodicals, Domestic
- Reports, State departments of education
- Reports, Local school systems
- Reports and proceedings, Education associations
- Textbooks, Domestic
- Statistics

FOREIGN COLLECTIONS IN EDUCATION

- Annual reports of foreign ministries of education
- Special reports of foreign ministries of education
- Laws and regulations affecting education, Foreign
- University catalogs, study plans, and examination regulations, Foreign

Journals issued by foreign university faculties and departments

School prospectuses, programs of study, Foreign

Annual reports of foreign chief executives to their legislative bodies

Proceedings of foreign educational associations

Periodicals, Foreign

Statistical yearbooks, Foreign

Textbooks, Foreign

Books, treatises, and monographs by foreign authors

GENERAL EDUCATIONAL SUBJECTS

- History of education
- Philosophy of education
- Theories and principles
- Administration of schools
- Administration of institutions of higher education
- Curriculums and curriculum making
- Finance, Schools
- Finance, Institutions of higher education
- Teaching

LEGAL LITERATURE

- Federal statutes
- Bills, hearings, reports
- Congressional Record*
- State laws
- Other (specify)

PUBLIC ADMINISTRATION (excluding schools and colleges)

- Fiscal management
- Personnel management
- Organization and management
- Other (specify)

GENERAL REFERENCE

(Such as encyclopedias, atlases, biographical dictionaries, etc.)

GENERAL CULTURAL SUBJECTS

(Such as philosophy, sociology, fine arts, drama, travel, etc.)

PURPOSE OF USE

Qualitative aspects of use are always difficult to measure. In this survey, an effort was made to find out not only what types of library materials were used, but also the

reasons for which they were used. This list of purposes was compiled by identifying the characteristics of the various activities and tasks of the Office of Education personnel. It included the following categories:

- Keeping up-to-date generally, seeking spot information
- Answering letters
- Preparing for field trips
- Preparing magazine articles
- Preparing talks or speeches
- Work on projects that cannot be classified as research
- Work on research projects
- Work on administrative problems
- Other (specify)
- Never use

FREQUENCY OF USE

The next step was to inject the factor of frequency of use. After some consultations with the Research and Statistical Standards Section of the Office and with due recognition of the shortcomings of objective meas-

ures which involve considerable subjectivity, the following scale of frequency with a code was drawn up so that respondents could indicate in the appropriate boxes how often they used the materials:

- 4: Very frequently used (at least 5 or 6 times a week)
- 3: Frequently used (about 2 or 3 times a week)
- 2: Occasionally used (about 2 or 3 times a month)
- 1: Seldom used (about 4 or 5 times a year or less)
- 0: Never use the Department Library for the material in question

The respondents were told that the term "use" includes: (a) in person; (b) by the secretary of the specialist; (c) by telephone; and (d) by automatic routing of materials from the Library.

To obtain facts about the types of materials used, the purposes of use, and the frequency of use, a form was devised, an item from which is reproduced here:

Purpose of Use

Type of Material	Never use	Keep up-to-date generally	Prepare letters	Prepare articles or talks	Work on		Other (Specify)
					Adminis-trative problems	Research projects	
Theses Courses of study Etc.							

Fields of Specialization*

Aspects involved	Field	Field	Field
Aims and objects			
Bibliography			
Courses of study			
Curriculum			
History			
Outlines, syllabi			
Research			
Statistics			
Surveys			
Teaching aids			
Teaching methods			
Textbooks			
Units of work			
Other (specify)			

Each respondent was asked to indicate in the proper boxes how often and for what reasons he used the various types of library materials listed.

AREAS OF SPECIALIZATION

In addition to asking for the fields of specialization of each Office of Education staff member, the questionnaire requested

* Enter name of major subject field at the head of the column under "Field." If respondent has more than one area of specialization, name each one at the head of one of the columns.

Enter frequency of use of materials for each aspect involved in the column under the field in question.
Code for frequency of use: Very frequently, 4; frequently, 3; occasionally, 2; seldom, 1; never, 0.

facts about the particular aspects of that field on which the specialist concentrated, together with the frequency of such use. This information was solicited by a special section of the inquiry as shown.

ADDITIONAL SIGNIFICANT INFORMATION

Other significant facts about the needs for library service were obtained by having the respondents indicate in specific terms (current only, 5 years, 10 years, etc.) their opinions regarding the usefulness of back files of professional journals, reports of state departments of education, proceedings of educational associations, college catalogs, textbooks, etc. Similarly, the specialists were asked to list *at least* three books and three professional journals they considered the most essential for their work. The resulting list supplied a tool for evaluating in part the adequacy of the Department Library in the field of education.

The inquiry form also called for a report on the number of professional books and periodicals, owned personally and available in the specialist's office or that of the branch or division. This item was intended to give a clue to the extent that private collections were obviating the need for services from the Department Library.

Finally, the staff of the Office of Education was requested to express its judgment with substantiating facts on (a) the lacks in services or facilities of the Department Library and (b) the satisfactory services and facilities of the Department Library.

METHODS USED

The original intention was to use the in-

terview method in obtaining the desired information from the Office of Education staff. The time required for this procedure and the difficulty of fixing convenient times for interviews with a busy staff led to an abandonment of that idea. Accordingly, the questionnaire was simplified, explanations added, and try-outs made on a small group of staff members.

The revised questionnaire was then sent, with an accompanying letter from Commissioner S. M. Brownell, to educational specialists, statisticians, editorial personnel, special assistants, and administrative workers in the Office of Education. The commissioner explained the purpose of the survey, and requested that the answers reflect the normal use of library materials by the respondent. He suggested further that the past year be used as a basis for the response if that year could be considered typical. The commissioner's letter also carried the names of the Office of Education representatives who would be available for additional explanations. In a number of cases, the questionnaire returns were supplemented by personal interviews.

As stated at the outset, this account has dealt only with the techniques and methods employed in a survey of the library needs of a specific federal agency with research responsibilities. The returns, however, were almost 100% and the data reported made possible some conclusions and recommendations regarding the met and unmet needs of the Office of Education personnel for library services and facilities. The procedures followed in solving the problems of this inquiry may have general application in similar situations.

Ad Index

The Advertisers Index has been omitted from this issue due to space limitations.

Research—But How Much Later?

Miss Reed is associate professor, Library School, Florida State University.

CHASE DANE¹ recently made a strong plea for research in librarianship, not for more of the heterogeneous studies now appearing but for investigations which would result from a logically formulated, coordinated research program of the nature outlined by Berelson² at the Conference on Education for Librarianship at the Graduate Library School in Chicago in the summer of 1948.

Bach³ agrees that research is essential to the well-being of the library profession, and, inspired by the now famous Princeton Institute, he has suggested establishing an institute for advanced library study as a suitable agency for assuming responsibility for important library investigations.

In 1949, at the Midwinter meeting of AALS, Tauber⁴ described a research outline series in librarianship which might be used to stimulate and direct research. Each such outline would indicate the status of research in a particular area of librarianship and point to problems warranting investigation.

In 1952, Wight concluded his comments on public library research by suggesting that "large public libraries and the state library agencies begin to explore the possibilities of

(a) cooperation in planning, conducting, and using the findings of factual studies and (b) developing cooperative plans with one or more of the graduate library schools for training personnel and carrying out research studies in the area of public library administration."⁵

These are only a few of the statements from library literature concerning the importance of research if librarianship is to continue to be flexible and inventive enough to serve the demands of society effectively.

Assuming then that research in librarianship is and will continue to be needed, the Berelson-Dane program, the Bach institute, the Tauber outlines, the Wight cooperative ventures—all merit consideration by the appropriate professional bodies. Were such deliberations to be arranged, it is here suggested that a well-planned, exploratory conference might have some value as preparation for the formulation of a sound research program. One form of organization for productive discussions of research needs might be a series of meetings on the various major areas of librarianship. Perhaps in view of the rather spectacular success of various committees using the device of working papers as springboards for discussions, a series of such working papers could be prepared as the basis for group sessions by committees representing library agencies and library schools. In addition, such committees would profit by the advice and help of people who have had experience with research techniques in the solution of library and/or related problems. Valuable assistance too would be forthcoming from ALA

¹ Chase Dane, "The Need for a Research Program in Library Problems," *COLLEGE AND RESEARCH LIBRARIES*, XVI (January, 1955), 20-23.

² Bernard Berelson, "Advanced Study and Research in Librarianship," in *Education for Librarianship*, ed. by Bernard Berelson. (Chicago: ALA, 1949), pp. 207-25.

³ Harry Bach, "The Need for An Institute for Advanced Library Research," *Wilson Library Bulletin*, XXIX (May, 1955), 709, 711.

⁴ Maurice F. Tauber, "A Research Outline Series in Librarianship," in *Association of American Library Schools, Report of Meeting*. (Chicago: January 21, 1949), pp. 26-32.

⁵ Edward A. Wight, "Problems of Coordination and Research in Large Public Libraries," *Public Libraries*, VI (April, 1952), 13.

and other library association personnel.

Following the presentation of a given working paper, which might well have also been circulated to registrants in advance of the conference, there should be ample opportunity for discussion. If these discussions were limited to invited participants, perhaps geographic and institutional representation could be assured. Another possibility might be to limit participation to invited registrants but to extend auditing privileges to other interested professional people. If the latter plan were used, one or two extracurricular open discussion periods might bring out still further useful knowledge and opinion.

Would any group or institution be willing to sponsor such an exploratory conference? Would any foundation be likely to provide funds for administering the meeting? Would anything worthwhile be done?

In contemplating sponsorship one naturally thinks first of the existing research committees of such groups as AALS, LED, and ACRL, and of the library schools already having active research programs. A joint sponsorship might have much to recommend it. The various library associations and library schools and many libraries, public and academic, could easily arrange for convenient conference quarters. Whether such a meeting were on a nationwide scale, or whether the previously mentioned working papers were used as the basis for regional meetings, there would seem to be no serious problem in sponsorship.

Similarly, if responsible sponsorship were assured and if a foundation were approached with a request in which the technique proposed seemed a reasonably reliable instrument for getting the kind of information essential to intelligent planning of a sound research program in librarianship, foundation money might well be forthcoming. Such a proposal should probably be in terms of the costs of duplicating and distributing the working papers; recording, transcribing and issuing the proceedings; and, if possible, food and lodging for invited participants. The ultimate effectiveness of the project might be considerably increased if money were available for at least a part-time paid coordinator.

Anticipated results from such a conference, properly planned and conducted, would include the working papers, the conclusions and suggestions emerging from the opportunity for experts to canvass together the library problems needing investigation and to re-examine appropriate research methodologies; and the stimulation such an experience affords the participants. Thus by bringing together a group of creative and informed scholars and practitioners, by letting them whet their minds on the ideas tossed out in the initial papers and by each other, perhaps such a conference could provide fresh insights. Certainly libraries can no longer afford not to plan for the future, and the maximum effectiveness of such planning may well rest on principles not yet fully recognized.

Rising Costs

During the past year the Executive Secretary of ARL asked the chairman of the ARL Serials Committee to investigate the rumored increase in the price of *Chemical Abstracts* and the general area of increase in prices of scientific serials. A report on the study made by the chairman, Charles Harvey Brown, has been mimeographed and is available from Mr. Brown, Iowa State College, Ames, Iowa. The report presents the problem of increasing costs in particular relationship to the state of library budgets, and points

out the inevitable results: the inability of libraries to purchase *Chemical Abstracts* and other highly priced scientific journals; the reduction in the number of these published. Two tables are included in the report: Table I is a "Comparison of Prices Paid in 1949, 1950 and 1955 for 37 American Scientific Periodicals, Selected Somewhat at Random"; and Table II is a "Comparison of Prices Paid by One Library in 1949, 1950 and 1954 for Thirty of Springer's Scientific Publications."

Formal Bibliography in the Upper Division

Miss Diehl, formerly librarian, Texas Lutheran College, was associate professor, Louisiana State University Library School, summer, 1955.

COLLEGE AND UNIVERSITY JUNIORS are at the peak of their need for the tools of study. Lower division courses are filled with textual data which form the basic material for advanced college and graduate study. The upper division courses revolve about bits of individual study—usually reported in the term paper, and sometimes in several such papers. These reports are not simply exercises in English composition. They circle some phase of the subject matter under consideration.

Institutions offering the four-year college curricula have the basic bibliographic tools. They are used in the operation of the institutional library—actually used by the teaching and the library staffs in book selection. These same books and catalogs are useful to the students in the school as they prepare studies in a subject of individual choice. Authors, author's ideas, book titles which are perennially popular or evanescent, subjects of immediate interest—all these come to the attention of the thoughtful student of bibliographies.

The bulk of readings actually necessary for a course usually will be found within the immediate college library. Frequently neighboring libraries can enrich the readings for students. Knowledge of the holdings within a community is usually not certain until the various libraries are visited, but the use of printed bibliographies can expedite the

selection of reading matter in the other collections because the choices have been made prior to the actual visit. A student reader who knows what he wants is usually a very welcome guest. Such a visitor should not expect to borrow books for home use—but mutual benefit is gained when privileges for building use extend to other campuses after the resources at home have been exhausted. Unless the student can be certain that his home facilities have been exhausted, he will gain little by going abroad for help. Reference room staffs have little time to devote to visitors, nor have visitors any right to expect it. Books are the goal, not guidance. The guidance must be provided in the student's own school. Alert librarians will welcome both the opportunity to provide the bibliography course work for their own students and the sharing of materials with visiting readers.

Some faculty members will consider it a great waste of student time to insist on a two-hour requirement in advanced bibliography. Those instructors probably will be the older ones who went to college and university some forty years ago—before so many bibliographies were compiled and written. But it is this same generation of faculty who has professed faith in the phrase, "The library is the heart of the institution." The heart, represented by staff and books, is there, ready and eager to function. Now and then a bit of artificial respiration is necessary. The books are dead unless they flow. Hence all the paraphernalia of bibliography is necessary before the books come alive in the college.

Once the basic bibliographic tools are understood by the college junior, the assignments coming from the various courses will indicate the value of practices already learned and the need for more specific source books. By the time the junior has become a senior he will be sad to think of the freshmen and their simple encyclopedias! Numerous graduating seniors continue working in vocations requiring library usage. Library staffs vary in size, and book collections vary greatly in content. It is academic courtesy to teach the many ways to find information. Teachers in small communities have limited facilities at hand, yet there are inexpensive journals to help in public school curriculum and administration. Research assistants in industrial laboratories will have vast resources of a technical nature at their command, but only the simple matter of *how knowledge is organized* can locate answers.

Some few college students will continue study in graduate schools. Fortunate are those whose ability is beyond that of the reserve book library, or the small departmental collection. Occasional college curricula are so fringed by *reserves* that young graduates have no notion of the resources actually available. It is too late when they learn some of the tricks of study and individual research. Sometimes it is so much too late that an extra semester is necessary to complete a thesis, or that bibliographic detail is entirely inadequate in dissertation footnotes. This cannot be blamed entirely on the student. Until quite recently there was little realization of the need for *advanced* freshman library orientation. Suddenly the need arose in *humanities* and *civilization* courses, with their numerous and varied readings and materials, for some students to reach beyond their capacity. Those who had the techniques of good library use passed. The others failed. Librarians saw the problem, and its solution.

Numerous institutions are insisting on formal study of bibliographic materials as part of the graduate school program of studies. If it be necessary at the stage of advanced study, it was needed at the undergraduate level where facilities for course work were certainly less ample, and where numerous libraries in the community were serving the interested young reader. Strangely—but not so strange, really—those colleges with strong individual instructional programs have high academic standards all the time. The small college that tries to skip the essentials of good study habits, good library habits, thorough classroom preparation by both students and faculty, is the school that believes a few books will satisfy to teach and/or pass a course.

The cost in student load or staff time for the two-hour bibliography is negligible. The facilities of the immediate book collection will become useful. New titles are perennially available. Actually, except in pure and applied science and in creative art and literature, there is little really new. Versions, transcriptions, and editorialized copies come fresh every day. But the really new ideas come, as mentioned, in the pure or applied science and the creative art and literature. All physical volumes wear thin from use—and storage. Replacements, new editions, and variant readings are necessary. No library needs all of these variants to meet student requirements. Students who are trained in the use of materials actually on the shelves—and 99% of the time that which is on order can be disregarded until next semester!—will find double or triple the detail which untrained readers will locate. Those who are adept in bibliography can be easily trusted in the stacks. They understand the reasons and need for library routines, for good library manners. They gladly “Do not shelve books” and “Tip books, please.” They even “Do not sit in the aisles” and are happy! Furthermore,

their ability to sift details, to find the way to original authorship, to trace ideas to their source, is so superior to the ability of the untrained reader that there is no comparison. The student produces completed problems. The person without bibliographic techniques is lost.

Why some schools have been hesitant to offer students full use of library facilities is somewhat difficult to understand. The course work required need involve no more staff, though it will involve an academic and instructional alert. Teaching loads are usually measured at fifteen or sixteen classroom hours per week. That would indicate one teaching staff member could handle seven or eight sections of junior students. That is a lot of juniors! Further load-spread can be secured by dividing the course responsibility between the library and the departmental personnel—the librarians carrying the teaching load to the point of specialized bibliographies, and the departmental teaching staffs taking responsibility for those special materials. By this method a really fine interplay of teaching and resources is indicated to every young person of junior standing on the campus. Mutual respect of the instructional and library staff will be at high level. And, because department heads tend to be among the older members of the faculty in point of service, they will be forced to do such serious digging as some have not done since their Ph.D. days thirty years ago. Bibliography beware: you who are on the library staff are in for a merry chase too!

After all of the program is in action, will a heavier load fall on the library reference room? No. That load will be carried by the entire faculty and by all of the trained upper division students. The unusual questions will reach the reference desk, but the head reference librarian will be the logical candidate for the title, professor of bibliography. His influence will be exerted by

means of mass communication, rather than by individualized instruction. The "little learning" can become maturing wisdom. The "making of books" will continue, and libraries will purchase the best of them. Wise instruction in their use is practical and inexpensive. It is certainly one of the requisites of scholarship.

Outline of a Program:

Objectives

- I. Understanding the ways in which knowledge is organized; and appreciation of the privilege and responsibility of an education.
- II. Facility in the use of print, near-print, and photographic editions.
- III. Understanding the basic theories of library organization so that (a) Use of community libraries will be natural and easy for the college graduates; (b) Children of these future parents and teachers will be encouraged to read for both pleasure and profit; and (c) Communities into which these graduates move will be encouraged to provide basic libraries and collections of the writings of the present day.

Procedure

- I. Brief, perhaps two-hour, study of the history of the book.
- II. The various kinds of materials available today, thus studying the standards modern books meet.
- III. Basic books *vs.* ephemera.
- IV. Books of reference as important tools to the use of the entire collection.
- V. The details of a few very specific titles in each category; with problems involving their use.
- VI. The need for standardization of methods for recording things read, books mentioned, and segments of larger works; i.e., the relative ease of using a bibliography which is consistent in form, and the parallel ease of making such a bibliography.
- VII. The study of bibliography coordinated with the actual reading-writing-study problems of the students in the class.
- VIII. At least one-fourth of the course pre-

sentation to be made by members of the various departmental teaching faculties, with careful coordinate preparation by the bibliographer and faculty member.

- IX. Presentation by each student of a paper to give evidence of a specific problem understood, and partially solved. The paper may be evaluated by both instructors, so that the subject matter is criticized from the viewpoint of the subject specialist, and the bibliographic detail by the librarian or bibliographer.

The Core for Bibliography in the Upper Division

I. Bibliographic style.

- A. Style manual for campus. If none is already accepted, try Turabian, *Manual for Writers of Dissertations*, University of Chicago Press. It is inexpensive, practical, and quite generally acceptable.
- B. Comparison of accepted manual with variants; and/or comparison of the various acceptable forms in use on the local campus. If this condition exists, attempt to reconcile the proponents of the various styles, and to devise a campus-wide form which will not require deviation for graduate work.

II. Books.

- A. Formal details required for book identification; the parts of a book.
- B. Essential bibliographies:
 1. Public card catalog
 - a. Catalog card and its variant data.
 - b. Filing system in actual campus use.
 - c. Subject heading list in actual campus use—a copy of this list to be easily available at all times at the desk nearest the catalog.
 2. Shelf list:
 - a. Catalog card and its data.
 - b. Filing system in actual use.
 - c. Classification schedule followed. A copy of this schedule to be easily available at all times at the desk nearest the shelf list catalog; and another

copy of the schedule at the circulation desk if the stacks are open to the students.

3. Local union catalogs of community resources.
4. The *CBI* and *U.S. Catalog*.
5. LC depository catalog and its descendants.
6. *PTLA* and *Books in Print*.
7. Public documents:
 - a. *Monthly Catalog* and its 1941-50 *Index*.
 - b. *Document Catalog*.
 - c. *Monthly Checklist of State Publications*.
8. Comparable works, 1-7 above, issued in other countries and other languages than English.

III. Periodicals.

- A. Formal details required for periodical reference identification; the gathering of issues to make volumes, etc.
- B. Essential bibliographies:
 1. Public card catalog, if local indexing is included.
 2. *Readers' Guide* studied as a type index, using *How to Use the Readers' Guide* (N. Y.: Wilson, latest ed.) as a brief text.
 3. Comparison of entry for periodicals in the acceptable style manual with the norm accepted by the Wilson Co.
 4. Examine and contrast other periodical indexes; the *N. Y. Times Index*, *Facts on File*, etc., as available.
 5. Comparable indexes issued by other countries and in other languages than English.

IV. General reference.

- A. Encyclopedias:
 1. Formal organization: indexes; authorship; revisions and reprints; recency; coverage of subject matter; etc.
 2. Foreign works locally available.
- B. Dictionaries:
 1. Vocabulary, i.e., one-language dictionaries.
 2. Bilingual, classical and modern languages.
 3. Subject, i.e., small-scale encyclopedias.

V. Subject reference.

A. Encyclopedias, as above.

B. Dictionaries, as above.

C. Bibliographies, as in Encyclopedias (IV, A, above). (At this point emphasize the overlapping of subjects, and the consequent seeming discrepancy in book classification; i.e., not *all* the books on Chaucer will be in the 800's, nor all those on Peace in the 170's).

VI. Bibliographies of general reference.

(This is the place in the course to emphasize the ease of access to subject matter *via* the bibliography, as opposed to the awkward method of simply going to the stacks to find a book. Stress the practice followed by librarians who know their book collection almost perfectly, of using some bibliographic tool before going to the shelf. If printed and card bibliographies be wasted effort, then many libraries are filled with books that should be discarded, and the scholar who has let the compilation of the "monster" overpower him is the only person who will profit. But common practice has proved the usefulness of bibliographies. Become acquainted with them; learn those which are especially useful in general matters, and those which have a specialty.)

A. Useful books:

1. *ALA Catalog Series*. Chicago, ALA.
2. Collison, R. L. *Bibliographies, Subject and National* (N. Y.: Hafner, 1951).
3. *Guide to Reference Books*, ed. by Mudge and Winchell. (Chicago: ALA) (6th ed. by Mudge is not superseded by the 7th ed. by Winchell. Notice suppl. to 7th ed., 1954).
4. Malclès, L.-N. *Les sources du travail bibliographique*. (Geneva, Droz: Lille, Giard, 1950-) (2 v. in 3 are available; v. 3, not yet issued).
5. Shores, L. *Basic Reference Sources*. (Chicago: ALA, 1954).
6. *Standard Catalog Series*. (N.Y.: Wilson).

B. Ephemera:

1. *Vertical File Service Catalog*, 1932-. (N. Y.: Wilson).
2. Current periodicals listing free and inexpensive materials.

VII. Bibliographies of specific reference.

(This is to be directed to particular student interest, in major and minor subject fields. Work may proceed by committees or groups if the one instructor must be concerned with the entire responsibility for the course. Where it is coordinated, members of the subject teaching faculty taking the instruction in their major fields, the instruction will be more formal. The size of the classes, the number of the instructional staff, and the number of class sections will determine the procedure during this unit).

Problem: Choose a very definite subject, with the approval of the instructor. Gather references from sources available on the campus (or within a specific library area, or using particular libraries within the city—at the specific option of the instructor). Present (a) a formal bibliography, which follows the accepted style manual exactly, and (b) a preface or introduction which indicates command of the bibliographic tools and complete use of the necessary subject matter.

Note: Problems involving the use of the various tools would have been assigned periodically as studied. The larger problem, just above, would be evaluated at $\frac{1}{3}$ to $\frac{1}{2}$ of the entire course credit. If the faculties coordinate with the presentation of this course, the problem may be closely tied with a departmental assignment. But only when the exact details are determined by the bibliographer and the teaching faculty, before the assignment of the problem, may dual credit be earned.

A Proposed Cost of Books Index and Cost of Periodicals Index

Mr. Kurth is assistant chief, Order Division, Library of Congress.

RECENT YEARS have witnessed sharp and alarming increases in the prices of books and periodicals issued throughout the world. That this trend in prices has been severe, increasingly damaging to the development of the library's book collections, and disruptive of the planning of meaningful budgetary requests, is recognized; but the precise nature of the price movement during the past fifteen years, and up to the present time, remains imperfectly known. The library administrator is thus placed at a considerable disadvantage by the lack of adequate price information. The effort to determine the changes occurring in the price of books and periodicals has been the subject, throughout various libraries, of individual price studies, which necessarily have been based on the limited and circumstantial data available, and which undoubtedly have not reflected a consistently applied statistical pattern from year to year. No convenient standard for measuring price changes, in a form satisfactorily meeting the needs of libraries, now exists. Certain data are useful, e.g., the average prices appearing periodically in *Publishers' Weekly*, *The Bookseller* (London) and in the *Börsenblatt für den deutschen Buchhandel* (Frankfurt). There would, however, appear to be a need for a standard developed on the basis of American library acquisitions practice according to a defined statistical pattern, and which would report book and periodical price changes for the book pro-

duction of the United States and certain of the major foreign ones.

A standard for accurately measuring book and periodical price changes is the more necessary in view of evidence that, while the growth of public libraries and college and university libraries during recent years has been a rather vigorous one, the portion of the total budget devoted to the purchase of books and periodicals has actually suffered a decline.¹ The portion of the budget allocated to books and periodicals in public libraries, for example, has declined from 18% in 1939, to 16.9% in 1945, 15.9% in 1950 and 12.8% in 1954.² In college and university libraries the percentages are 36.3 for 1939-40, 30.8 for 1946-47, and 27.54 for 1951-52.³ This decline is of course partly attributable to increase in salaries, yet the fact remains that the portion of the budget allocated to books and periodicals has actually diminished in the face of substantial increases in book and periodical prices.

A standard of measurement for book and

¹ R. W. Frase, *Economic Trends in Trade Book Publishing, in Books and the Mass Market* (Urbana: University of Illinois Press, 1953), pp. 39-40.

² U. S. Office of Education, *Public Library Statistics*. Bulletin 1953, No. 9 (Washington, D.C.: Government Printing Office, 1954), p. 14. (The figures for 1939-1950 reflect public libraries of all population groups.)

— *Circular No. 442*, April, 1955. (The figure for 1954 is derived from this *Circular* and comprises public libraries in cities of population groups of 50,000 and more.)

³ — *Biennial Survey of Education in the United States, 1938-1940, College and University Library Statistics 1939-40* (Washington, D.C.: Government Printing Office, 1943), p. 22. (The figure of 36.3 includes binding in addition to books and periodicals.)

— *Biennial Survey of Education in the United States, 1946-48, Chapter 6. Statistics of Libraries in Institutions of Higher Education, 1946-47* (Washington, D.C.: Government Printing Office, 1949), p. 9.

— *Biennial Survey of Education in the United States, 1950-52, Chapter 6. Statistics of Libraries in Institutions of Higher Education, 1951-52* (Washington, D.C.: Government Printing Office, 1954), p. 27.

periodical prices could be developed from list prices for various key years in terms of a selected base year. It is proposed to develop such average prices by subject categories using 1939 as a base period. The average prices found to have prevailed in 1939 would be assigned the value of 100 and the average prices of subsequent years would be expressed in terms of this base value of 100 (e.g., if the average price for all subject categories in 1947 were 35% higher than in 1939, the increase would be expressed as an index number of 135).

It is intended that such a cost of books index and a companion cost of periodicals index be prepared along broad lines to insure their maximum usefulness to libraries generally. Once the standards and criteria for such indexes have been resolved, it is hoped that the actual compilation of a cost of books index and a cost of periodicals index can be done cooperatively by libraries to provide a common administrative aid.

There are important advantages in the cooperative establishment of a single system of price indexes which many, or all, American libraries could use. The indexes thereby would possess considerable statistical authority and stature; in this respect the index figures, as a single standard, could supersede the separately prepared price studies (which by their very number and often conflicting conclusions have raised doubts in the minds of administrative officials and appropriations committees about actual price changes).

The salient factors involved in the preparation of a price index are set forth below. While there would be difficulties inherent in the methods utilized to establish them, the indexes are capable of being developed to a point of great usefulness to libraries.

THE COST OF BOOKS INDEX

An arrangement according to broad subject division would be followed for the cost of books index. Translations, separates,

textbooks, children's literature,⁴ reprints, almanacs, calendars, extracts, official government documents, serial publications of societies, maps, music scores would be excluded either because they do not fall within a regular acquisitions program, or simply for the purpose of limiting the inquiry. The source material for the indexes would be the list prices of the titles appearing in the various national bibliographies. Average prices would be yielded for various subject divisions.

In order to permit fairly rapid classification in the compilation of the index the subject divisions ought to be relatively few and readily applicable entities. In addition, the subject divisions should constitute meaningful and usable entities for library acquisitions planning.

The following are tentatively designated as subject divisions, permitting later consolidation if found desirable:

- (a) Philosophy and religion
- (b) Fine Arts
- (c) Social sciences (including anthropology, economics, education, political science, psychology, history, sociology, and geography)
- (d) Literature (including drama, folklore, linguistics, poetry and biography)
- (e) Novels
- (f) Natural sciences and technology
- (g) Law
- (h) Medicine
- (i) Agriculture

The inclusion of a separate index to cover the novel is experimental and for the purpose of determining how closely its average price will correlate with the index as a whole.

The period to be covered by the indexes would be the calendar years 1939, 1947, 1950, and 1954. The year 1939 is tentatively chosen as a base year—a period neither

⁴ Dependent upon support from interested educational institutions, it is proposed to include two additional categories for the U. S. portion of the cost of books index: children's literature and textbooks; the latter might be subdivided into elementary school textbooks, high school textbooks, and college textbooks.

predominantly one of high nor of very low business activity. The year 1947 is selected as a post-war year, and 1950 is designated to establish the prices prevailing at the time of the Korean war. Compilation on an annual basis would follow after 1954.

The countries whose book productions would have indexes prepared are: Austria, Belgium, Brazil, Denmark, France, Italy, Japan, Netherlands, Norway, Spain, Sweden, Switzerland, United Kingdom, United States, and the German Federal Republic.

It will be necessary to define "book" with respect to the question of page length, since it is on this basis that the initial selection or rejection will be made in the development of the material for the cost of books index.

Definitions of what constitutes a book vary from country to country; however, an attempt at standardization is made by UNESCO in its survey of book production: "The following definition of a book may be found appropriate for reconciling

Denmark) use the standard of 100 pages. Experimental work on the factors involved in the use of a 50-page standard, as opposed to one of 100 pages, is necessary. The use of a 100-page standard would be more advantageous, however, since fewer items would be involved in the compilation and tabulation.

The book index would be based on the inclusion of *all* eligible titles (excluding official government documents, translations, etc.) and essentially it would develop—on the basis of the definitions formulated—a concept of "average book" with its attendant average price for the various national book productions for the years designated.

An experimental index was prepared for the Swiss book production of 1939 and 1950, based on the national bibliography.⁶ All books of at least 100 pages were recorded on cards, in accordance with the definitions previously summarized. This resulted in the following tabulation:

Subject Division	1939		Index number	1950		% Difference	Index number
	No. of items	Aver. Price		No. of items	Aver. Price		
Philosophy and Religion	81	6.78	100	181	10.26	+ 51	151
Fine Arts	32	13.17	100	53	18.80	+ 72	142
Social Sciences	166	7.24	100	289	12.33	+ 40	170
Literature	153	5.01	100	199	11.98	+139	239
Novels	53	6.27	100	165	9.35	+ 49	149
Natural Science	23	9.39	100	82	21.65	+130	230
Law	68	8.95	100	82	15.19	+ 69	169
Medicine	29	11.74	100	36	13.76	+ 17	117
Agriculture	12	5.97	100	13	10.57	+ 77	177
Totals	617	7.32	100	1,100	12.73	+ 73	173

the wide variety of national definitions and fitting the aim of book production statistics: a book is a non-periodical literary publication containing 49 or more pages, not counting the covers.⁷

In the UNESCO study mentioned, four countries (Italy, Sweden, Switzerland,

The 617 "eligible" items in the 1939 Swiss bibliography represent 34% of the official book production figures (1,802) for that year.⁷ To secure a rough approximation of the number of eligible items in the various national book productions for the years to

⁶ UNESCO Statistical Report on Book Production, 1937-1950 (Paris: UNESCO, 1952), p. 6.

⁷ Covering all 12 monthly issues of the *Bibliographisches Bulletin der Schweiz* for 1939, and all 24 semi-monthly issues of *Das Schweizer Buch* for 1950.

⁸ UNESCO, *op. cit.* p. 62.

Book production in fifteen countries, 1939-1954¹

Country	1939		1947		1950		1954		Total Eligibles 4 years
	Total	Est. Elig.	Total	Est. Elig.	Total	Est. Elig.	Total	Est. Elig.	
United States	10,640	4,256	9,182	3,673	11,022	4,409	11,000	4,400	16,738
United Kingdom	14,904	5,962	13,046	5,219	17,072	6,829	18,000	7,200	25,210
Germany ²	20,378	8,152	8,612	3,445	14,094	5,638	15,000	6,000	23,235
France ³	8,124	3,250	13,419	5,368	9,993	3,998	10,000	4,000	16,616
Japan ⁴	26,435	10,574	6,175	2,470	13,009	5,204	15,000	6,000	24,248
Italy	10,465	4,186	5,770	2,308	8,904	3,562	9,000	3,600	13,656
Netherlands ⁵	6,554	2,621	7,086	2,835	6,537	2,615	7,000	2,800	10,871
Austria ⁶	1,489	596	2,891	1,157	3,788	1,516	4,000	1,600	4,869
Belgium ⁷	3,624	1,450	3,000	1,200	4,574	1,831	4,000	1,600	6,081
Sweden ⁸	2,954	1,181	3,453	1,382	3,506	1,403	4,000	1,600	5,566
Switzerland	1,802	721	3,810	1,524	3,527	1,411	4,000	1,600	5,526
Norway ⁹	2,458	984	2,585	1,034	2,548	1,020	3,000	1,200	4,238
Brazil ¹⁰	2,000	800	2,000	800	2,000	800	2,000	800	3,200
Spain ¹¹	2,587	1,032	3,643	1,458	3,633	1,454	3,600	1,440	5,384
Denmark ¹²	3,423	1,370	3,353	1,342	3,508	1,404	3,600	1,440	5,556
	117,837	47,135	88,025	35,215	107,715	43,094	113,200	45,280	170,724

¹ Except where otherwise noted, the source for these figures is UNESCO *Statistical Report on Book Production, 1937-1950* (Paris: Unesco, 1952). The figures for 1954 are projections of the productions for the preceding years.

² Germany. The post-1939 figures are for the German Federal Republic only. The figure listed for 1950 is actually for 1951 and is derived from Sigfried Taubert, *Grundriss der Buchhandels in aller Welt* (Hamburg: E. Hauswedell, 1953), p. 88.

³ France. Figure under 1939 actually that for 1938.

⁴ Japan. *Shuppan nenkan* (Publications Yearbook) for 1940 and 1951; *Nihon shuppan nenkan*. (Japan Publications Yearbook) for 1947-48.

⁵ Netherlands. Figure for 1950 from Taubert, *op. cit.*, p. 202.

⁶ Austria. Figure under 1939 actually that for 1937.

⁷ Belgium. Figure under 1939 actually that for 1934, from Taubert, *op. cit.*

⁸ Sweden. Figure for 1950 from Taubert, *op. cit.*, p. 254.

⁹ Norway. Figure for 1950 from Taubert, *op. cit.*, p. 212.

¹⁰ Brazil. Estimated figures supplied by Hispanic Foundation, Library of Congress.

¹¹ Spain. Figure under 1939 actually that for 1940.

¹² Denmark. Figure under 1939 actually that for 1940.

be surveyed, an even 40% was used in preparation of the following summary.

The development of the data for a cost of books index, and their later tabulation, could be conveniently accomplished through the use of punched cards. On the experimental punched card illustrated, the left hand portion would be checked by the person examining the bibliography (the "reader") for the eligible items, and the right hand portion would be used for punching the data recorded on the left. The year and country would be gang-punched. The reader would check-mark the proper subject division, either the bound or unbound box, record the number of pages, and the price in the national currency. (The issue number of the bibliography, and either the item number or page number would also be recorded.) The box labeled "question"

would be check-marked if the reader were doubtful of an item's inclusion; the question cards would be sorted out and examined by a reviser. To secure the average prices, the cards would be totaled on the tabulator in the national currency, converted to U. S. currency at the rate of exchange prevailing during the particular year, or the average rate of exchange for that year, and then averaged. The utilization of punched cards will facilitate the central tabulation of data developed at several different locations.

A COST OF PERIODICALS INDEX

A cost of periodicals index would be developed for the same countries as would the cost of books index; the base period, reporting years, and the subject divisions (excepting novels) would likewise be identical.

The index reflecting changes in the cost

[illegible]

of periodicals would differ in its derivation from the index for books. Basically the same periodicals would be utilized for the entire period 1939-1954; their prices ascertained, averaged, and then converted into index numbers based on the 1939 prices. Thus the periodicals index would make use of the factor of continuity of publication, in contrast to the development of a cost of books index.

The construction of the index would be based on the number of periodicals published in a particular country and their numerical distribution within the subject divisions, that is, the total number of periodicals constituting the index itself would be determined by the total number of periodicals published in a particular country. This would be accomplished through a sampling procedure.

Although the basic core of the index would consist of the same titles beginning with the base period of 1939 it will be desirable to add newly issued titles for the years of reporting (1947, 1950, etc.). The inclusion of new titles with nascent editorial and manufacturing costs would make the index more representative of the publishing scene. In addition to this economic factor,

certain of the new titles would reflect new fields of interest and techniques within the subject divisions (e.g., journals in the field of gerontology and antibiotics might be included in the index for Medicine), thereby making for adequate representation within the subject.

The change in the composition and quality of the individual periodical during the period 1939-1954 merits attention. The use of the same periodical titles in the index in a sense implies the measurement of the same substance throughout this period. Thus the question of comparative value is raised rather forcibly at intervals during this period since a pattern for the comparison conveniently exists—the individual publisher's original editorial practice in format, use of illustrations, quality of paper, etc. In developing a cost of books index the aspect of comparison does not arise as sharply because of the dissimilarities among books and the averages in the cost of books index would reflect the quality of paper, binding, and general characteristic prevalent during a particular year. Similarly, the main consideration in a cost of periodicals index would be that it constitute a measurement of the periodicals being published.

Natural and Applied Sciences

	1939	1947	1950	1954	1955
<i>American Assoc. of Petroleum Geologists Bulletin</i> (Tulsa, Okla.)	10.00	15.00	15.00	18.00	18.00
<i>American Journal of Mathematics</i> (Baltimore)	7.50	7.50	7.50	8.50	8.50
<i>American Journal of Science</i> (New Haven)	6.00	6.00	8.00	8.00	10.00
<i>American Railway Engineering Assoc.</i> (Chicago)	10.00	10.00	10.00	10.00	10.00
<i>Diesel Progress</i> (Los Angeles)	3.00	5.00	5.00	5.00	5.00
<i>Ecology</i> (Brooklyn and Durham)	5.00	5.00	7.50	7.50	7.50
<i>Electrical World</i> (New York)	4.00	6.00	6.00	6.00	6.00
<i>Engineering and Mining Journal</i> (New York)	3.00	3.00	3.00	3.00	3.00
<i>Entomological News</i> (Phila.)	3.00	3.00	3.00	5.00	5.00
<i>Franklin Institute Journal</i> (Phila.)	6.00	6.00	8.00	10.00	10.00
<i>Journal of Applied Physics</i> (New York)	7.00	7.00	9.00	12.00	12.00
<i>Journal of Chemical Physics</i> (New York)	10.00	10.00	15.00	15.00	15.00
<i>Journal of Geology</i> (Chicago)	6.00	6.00	6.00	7.00	7.00
<i>Journal of Organic Chemistry</i> (Baltimore)	6.00	6.00	6.00	14.00	14.00
<i>Journal of Paleontology</i> (Tulsa, Okla.)	6.00	6.00	6.00	10.00	10.00
<i>Mechanical Engineering</i> (New York)	5.00	6.00	7.00	7.00	7.00
<i>Physiological Zoology</i> (Chicago)	7.50	10.00	10.00	10.00	10.00
Totals	105.00	123.50	132.00	156.00	158.00
INDEX FOR NATURAL AND APPLIED SCIENCES	100.0	117.6	125.7	148.5	150.4

Merely for purposes of illustrating a pattern, prices have been developed for the following group of American periodicals selected at random for the subject division of natural and applied sciences (including technology). In practice, prices would be recorded annually on a master list of the titles comprising all the subject divisions of the index. Annually only the index number for each subject division, as well as the index number for the aggregate of all titles forming the index, could be published.

Since the development of price indexes would be a matter of practical interest to library administrators, comments and suggestions would be gratefully received by the writer. Further experimental work is being continued, and the subject of price indexes will constitute the topic of a thesis for the

degree of M.S. in L.S. at the Catholic University of America.

The Board on Acquisition of Library Materials (American Library Association) has expressed an interest in the development of the indexes. Its chairman, Mr. Robert Vosper, has made known to the director of the thesis, the Reverend James J. Kortendick, head of the Department of Library Science at the Catholic University, the Board's willingness to offer such advice and counsel, through Mr. Edwin E. Williams, chief of the Acquisitions Department at the Harvard University Library, and Mr. Melvin J. Voigt, assistant librarian at the University of California Library at Berkeley, as may be appropriate in the development of the price indexes.

Notes from the ACRL Office

The Philadelphia Conference

A great many people have taken the trouble to tell me how much they liked the ACRL "Circles of Information" program at the Philadelphia Conference. With two exceptions the only criticisms have come from the leaders of the various discussion groups. It is, therefore, quite apparent that this type of program should be repeated. Naturally this first experiment was by no means perfect and the second try should go better. We have definite plans to locate the "circles" under cabanas on the beach at Miami.

As proof of the pudding some people stayed with their circles at Philadelphia a full three hours although they were scheduled for only two hours, the temperature hovered around 100°, and people were urged to leave the circles at any time.

ACRL's day at Philadelphia was the hottest in a very hot week. The huge Museum hall, scene of the banquet that night, is normally cool but its heavy stone had been absorbing heat for so long that it turned into a veritable oven. It was in truth, as President Lyle remarked, that "we stewed among the mummies."

For the first time ACRL went to considerable expense for the Conference program. For example, the great exhibition "Philadelphia's Riches" involved insurance for \$750,000, and a printing bill of about \$200. To meet the many costs we had budgeted only \$150. With Mr. Lyle's personal permission, Mr. Trezza and I attempted to plan so that these expenses would be covered by Conference income. Tickets for the boat trip Thursday night were set below the company's normal charge, but the turnout was so good we came out nearly seven hundred dollars above the cost of charter, handling tickets, tax, orchestra, etc. I had hoped to have the final figures in time to report here.

The moonlight sail down the Delaware was a great success in every respect. The square dancing was gay, the breeze was cool and, wonder of wonders, a wan moon at great effort did finally make its appearance. The crowd was happy and orderly, a tribute to the company-required Committee on Law

and Order, composed of a formidable group of ex-presidents and executive secretaries of ACRL and ALA.

At the Philadelphia meeting of the Reference Librarians Section it was voted to appoint a joint committee of six (with the Public Libraries Division's Reference Section) to represent reference librarians in the formation of the Council of Library Services, recommended by the ALA Management Survey.

The needs and interests of non-academic reference librarians have undoubtedly been slighted from time to time by ACRL despite the best intentions of all concerned. We have had few senior officers from reference departments of public libraries. ACRL program emphasis has certainly been on college and university libraries. These problems of recognition and unity of interest have been squarely faced by the Board of Directors during at least the last two years, but the best-hearted cooperation produced no results that were completely satisfactory to all.

Now the Management Survey has resurrected the Fifth Activities Committee recommendation for divisions by type of work—in this case a Council on Library Reference Services. There is much to favor this.

Should the R drop out of ACRL the parting will not be without a tear or two at the dock and a heart-felt *bon voyage*. Our good friends and co-workers in public library reference departments must know that any future ACL or Association of College and Research Libraries will always feel especially close to any future CRLS. I hope most of them will wish to continue affiliation with this division as well as PLD.

The ALA Management Survey will bring important change to all ALA offices including ACRL headquarters. All agree that the present organization has important weaknesses. We have in this Management Survey a remedial plan. It is the only plan in existence except for that prepared by the Committee on Divisional Relations, and has been unanimously endorsed by ALA Council and the divisions.

Whether or not the plan turns out to be

good depends on the execution of its provisions. It is my earnest hope that all involved in the long process of implementation will do so in a cooperative, unselfish spirit which looks only to the advancement of the profession, and that every effort will be made to hold organizational structure to that minimum which is necessary to support active, unfettered services to librarianship.

Library Surveys

At the Philadelphia meeting of the Board of Directors the subject of library surveys was discussed and your secretary was requested to bring this important subject to the attention of ACRL members.

The ALA has just completed a survey of the North Shore Congregation Israel Library in Glencoe, Illinois, and has under contract a survey of the U. S. Naval Academy Library. Leadership and supervision in both cases came from the ACRL office. The synagogue library survey involved a modest fee and corresponding small amount of time and (after some vicissitudes in the search of a surveyor) was done by the ACRL Executive Secretary on leave time. The Naval Academy survey will be done by Jack Dalton of the University of Virginia and William Dix of Princeton. (A few copies of the survey of the North Shore Congregation Israel library are available for loan.)

According to policy established several years ago an official ALA survey is carried on under the supervision of the division concerned. The contract is made with ALA and the fee paid to it. The surveyors are appointed by the ALA president. The survey comes out under the name of the association. However, the arrangements for the survey are made largely or wholly by the divisional secretary. He prepares the original outline and budget, recommends surveyors to Mr. Clift, carries on the correspondence as the work gets under way, usually visits the library in person, corresponds with the surveyors, and sees the final product through the press or "mimeo." Occasionally the divisional secretary takes an important part in the preparation of the final report.

ALA always charges a modest fee for its supervisory work. One-third of this goes to ALA and two-thirds to the division. In my experience this fee has always been less than

adequate compensation for the time involved. While the ACRL treasury is occasionally augmented by survey fees, ACRL by no means makes money on them.

Both Mr. Clift and I believe that ALA performs a valuable service by making these surveys available. This belief is not shared by all senior ALA staff, and ACRL is the only division which has undertaken surveys under ALA in the last few years.

Whenever a survey inquiry is received from a college or reference library, I attempt to evaluate the need and suggest either a formal, full-scale ALA survey or something more modest by a surveyor or surveyors engaged directly by the institution. I always offer to advise the institution at no charge if it wishes to arrange for its own survey.

A full-scale, published survey of a university library will cost about four thousand dollars. Costs range all the way from there down to the \$350 which was charged the North Shore Congregation Israel Library.

One disgusted librarian, in the throes of the sixth survey of his institution in ten years, recently opined that the country was oppressed by "surveyitis." Surveys are by no means recommended for all libraries at regular intervals. However, the ALA surveys of recent years have given important help to the libraries concerned. I believe that there are many college libraries today which would benefit greatly from ALA surveys or brief studies by one or two librarians of wide experience under contract directly to the institutions.

. . . and Books

For nearly two years I have held in my file a clipping from the *Los Angeles Times* (October 11, 1953) regarding the reading of college students. This was written by Leon Howard, professor of English at UCLA. Space permits only part of this interesting article which glorifies the avid reader of trash.

Each year in the middle of September I rearrange my bookshelves by putting away the volumes I have acquired for casual reading all summer and straightening out those that a professor of English will need during the school term.

The activity is always a thought-provoking one because I know that a good deal of my professing will be before students who have given little if any thought to books during the summer and will have difficulty

forcing themselves to the physical act of reading.

Students will not come out for track unless they like to run, nor for the glee club unless they like to sing, but they will register for literature courses by the hundreds when they have so little liking for books that they have never acquired the habit of reading. I would never discourage them because I know that they are seeking, somewhat blindly perhaps, for something they genuinely need. But I often wonder how they reach the level of advanced university classes without having acquired so simple and so useful a habit.

Librarians and teachers and many parents, I know, wonder about the same thing, and they seem generally inclined to blame such mechanical substitutes for reading as motion pictures, the radio and, more recently, television. The use of such gadgets undoubtedly takes up time that might otherwise be spent with books, but I have never been wholly convinced that they actively interfered with the cultivation of reading as a habit. I am convinced, however, that active interference often comes from well-intentioned librarians and teachers and parents. . . .

They interfere because they fail to realize that a youngster must learn to read as naturally as he walks before he can begin to profit from the written word. They often resent the aimless steps he takes as he slowly achieves familiarity with the printed page and treat him as absurdly as they would be treating a baby if they refused to let him use his legs unless he was going somewhere. They want to direct his reading into 'worthwhile channels' as though reading itself is a suspicious activity that has to be justified in order to be tolerated. They are, in short, firmly opposed to 'trash.'

Nothing, I have found, can upset these good people more than for me, as a professor of literature, to declare that I am all in favor of reading trash and have no fear of the effects of radio and television upon the literacy of the country so long as the drugstores are filled with comic books and gaudy paperback novels. There have been times when I have suspected the most soft-spoken of librarians or the meekest of teachers of wanting to tie me up, cover me with comic books and the collected works of Mickey Spillane, and strike a match to the whole worthless pile. Their opinions of book-burning seem to change when they can imagine a heretic at the stake.

Yet I have found that a student whose mind is well stored with trash is likely to be a good student of the best literature. For one thing, he has learned that books can be

taken in quantities without pain and can read as rapidly or as carefully as circumstances demand. For another, he has generally acquired a good vocabulary, and for still another, he is familiar to the point of boredom with the cheaper values of reading and is ready to appreciate the unique values of the greatest books. In one sense he is the ideal student because he has mastered the superficialities of the printed page and is sophisticated enough to be taught what lies beneath.

For there is a great difference between the reading and the study of books—especially of those books which are described as 'literature.' The great works of literature all have a superficial interest which has kept them readable throughout the ages, but they also have a wealth and depth of implication which has made them rereadable by people whose wide knowledge and mature experience make them severe judges of what is commonplace and what is extraordinary and worth meditating.

Whether it is heresy or not, my inclination at the beginning of each school year is to say, 'Let them read trash, but teach them something with life in it.' They will outgrow the trash quicker by plowing through it than they will by avoiding it, and in the meantime they will acquire a habit which is one of the least harmful and most useful they could cultivate.

From another source comes an interesting comment less on the reading of students than of college presidents, librarians and even teachers themselves. This excerpt from the *Educational Record* for July, 1955 (p. 258) is a review article by W. R. Odell of a recent pamphlet, "The Development of Lifetime Reading Habits."

. . . First, the report makes the point that reading enthusiasm is contagious and that in the beginning, at least, young people must catch it from those who themselves enjoy reading. If this be true, the concept poses some interesting questions for each institutional head to answer about his school and program.

If reading, like a disease, is most easily caught from others, how many Typhoid Marys are there in his institution? Does he himself—the president—typically carry a book under his arm as he moves among the students? Does he talk about ideas from books he mentions by name? Are any of the excitements that explode during the year at the school deliberately set off by the administration to emphasize important ideas

that require reading to understand and evaluate? Are his teachers given recognition and promotions because they succeed in involving students satisfyingly in reading activities and in dealing with ideas found in books? Is the daily, weekly, or term schedule arranged so that reading time for students is recognized to have equal status with class, social, and recreational activities at the institution? In short, does reading possess high and obvious administration approval for all to see and emulate?

The report makes a second point that reading habits are most easily developed if all related physical elements of the environment favor and facilitate the inclination to read. This raises another series of questions about each school for the administrator and staff to consider. If pleasant physical surroundings encourage good habit development, are improvements constantly occurring that make reading easy and rewarding? Are books easily available without delay and complicated red tape? Are there enough books; more all the time? Is the lighting good, and are the chairs comfortable? Does opportunity exist both to read undisturbed, and in discussion group settings when appropriate? Are there helpful books in every classroom, and in departmental libraries so they are easily available when and where needed, as well as in the central library? Does the librarian feel that his primary function is to get books used, and only secondarily to have them cataloged and stacked efficiently?

In order to clear my desk at once of all old newspaper clippings here is another which has an important if indirect relationship to the subject of reading interest. In deploring the quality of local TV offerings the *Deseret News-Telegram* of Salt Lake City (February 26, 1954) said:

Fortunately, the picture is not entirely dark. A few programs are excellent. We are happy to report that among them is a new locally-produced show that all Utahns ought to make it a point to see. This is 'Perspectives,' a series of 13 Monday night shows prepared by the University of Utah library highlighting important dates of Utah history. The series was made possible by a \$3,900 Ford Foundation grant and the first show last Monday night indicated the money is being used to good effect for costuming, acting talent and stage settings.

All too few are examples of TV living up to its tremendous potential for education and uplifting entertainment. Congratula-

tions to librarian L. H. Kirkpatrick and those who have worked with him for supplying something worth turning a set on to see.

* * *

Many librarians have written to the ACRL office requesting further information on the U. S. Steel Foundation grant of \$30,000. Until the committee to handle this money has met to determine policy and procedure no exact information can be supplied. As noted by Mr. Vosper elsewhere in this issue, proposals for research projects should go directly to Jerrold Orne at Maxwell Air Force Base, Montgomery, Alabama. Other requests for grants should be sent to the ACRL office which will see that these are considered by the committee. Further information will be supplied all correspondents when it becomes available.

* * *

A recent circular from U. S. Civil Service Commission invites applications for federal library positions in the \$8,360-\$10,800 salary range (GS 13-15). "No written test is required." Eligibility is determined by experience which "must have been of a progressively responsible nature and must have earned for (the applicants) outstanding recognition as leaders in the library field."

I believe this circular was issued in order to build up a larger roster of candidates for senior federal library positions and that the Commission had in mind no special vacancies. Interested librarians should contact the Civil Service Commission in Washington.

* * *

For a few days following the Philadelphia Conference I was fortunate to be located in a cottage near Ipswich, Massachusetts, high on a hill with the Atlantic almost within stone's throw on three sides. My vacation reading was principally Civil War history, but I did have in my bag a copy of our ACRL MONOGRAPH #14 (Rothstein—*The Development of Reference Services*) and once begun I could not put it down again.

It is not my desire to anticipate the review which will undoubtedly appear in a later issue of *C&RL*, but only to express publicly my pride that ACRL was the means of bringing this fine piece of constructive scholarship to the profession at large, and to urge all college librarians to consider their own reference services in the light of this discerning study.—
Arthur T. Hamlin, Executive Secretary.

Brief of Minutes

ACRL General Session; ACRL Board of Directors

The ACRL General Session was held in Irvine Auditorium, University of Pennsylvania, on Tuesday, July 4, at 9:30 a.m. President Guy R. Lyle was the presiding officer.

The program meeting was jointly sponsored by the three ACRL sections for college, junior college and university libraries. Edward B. Stanford was in charge of the program, the theme of which was "Library Service to Undergraduates." The three papers by Frank A. Lundy, William S. Dix and Frederick H. Wagman will be published in *COLLEGE AND RESEARCH LIBRARIES*.

In the absence of Joseph C. Shipman, ACRL treasurer, a brief financial report was given by Leo M. Weins, ALA comptroller. This was followed by a description of arrangements for the conference by Alphonse F. Trezza, chairman of the ACRL Committee on Conference Programs.

President Lyle announced the results of the election of officers as follows: Vice-President and President-Elect: Robert W. Orr, director, Iowa State College Library, Ames; Treasurer: Ralph H. Parker, librarian, University of Missouri, Columbia; Director-at-Large: William S. Dix, librarian, Princeton University, Princeton, N. J.; Directors representing sections: Sarah D. Jones, librarian, Goucher College, Baltimore, Md. (College Libraries Section); Mary N. Barton, head, General Reference Dept., Enoch Pratt Free Library, Baltimore, Md. (Reference Librarians Section); Mildred Herrick, librarian, Western Washington College of Education, Bellingham (Libraries of Teacher Training Institutions Section); Leonard H. Kirkpatrick, librarian, University of Utah, Salt Lake City (University Libraries Section); ACRL Representatives on ALA Coun-

cil: Constance M. Winchell, reference librarian, Columbia University Libraries, New York, N. Y.; Donald M. Powell, head, Reference Department, University of Arizona Library, Tucson; Walter W. Wright, assistant librarian, University of Pennsylvania, Philadelphia; Jackson E. Towne, librarian, Michigan State University, East Lansing.

Robert Vosper, director of libraries, University of Kansas, Lawrence, succeeds Mr. Lyle as president for the coming year, 1955/56.

For the results of section elections, see the list of section officers in the front of this issue.

A recommended change in the ACRL Bylaws was read by Mrs. Margaret K. Spangler, assistant librarian, Pennsylvania State University, State College, in the absence of the chairman of the Committee on Constitution and Bylaws, Joseph W. Kraus, librarian, Madison College, Harrisonburg, Virginia. The membership approved the recommended revision as presented:

(Revision of Article III, Section I).

Board of Directors. A majority of the voting members of the Board of Directors shall constitute a Quorum. (a) Mail votes. *In the absence of a quorum the President may authorize a mail vote. An affirmative vote of three-fourths of the voting directors of the Board shall be required to pass a motion. On each mail vote, each voting director of the Board shall have the option of voting for the motion, against the motion, or to hold for discussion.*

The executive secretary reported briefly on the U. S. Steel Foundation grant of \$30,000 to ACRL. (See *Notes from the ACRL Office* for details of this grant).

ACRL Board of Directors

Meeting in Philadelphia—July 4, 1955

Present were officers, directors and invited guests. As customary, an agenda with background and explanation of each topic had been distributed about ten days before the meeting. President Lyle presided.

In the absence of Treasurer Shipman, Mr.

Hamlin reported on the current financial condition. The ACRL funds and books had been transferred to ALA several months before and consolidation of these accounts was just taking place. Mr. Leo Weins, ALA comptroller, was present and stated the

ALA treasurer's report through June would appear in several weeks with figures for ACRL expenditures up to that time. Mr. Hamlin called attention to the budget for the next year (distributed with the agenda) which gave careful estimates of 1954/55 income and expenditures and served as an informal treasurer's report.

The budget for the next year was presented by Mr. Hamlin. It was explained that this budget attempted to present reasonable estimates of income and necessary expense, and did not, as in previous years, assume that a sizeable sum would go unspent. The preliminary budget had been drawn up by the ALA comptroller and the ACRL secretary. Mr. Hamlin had taken it to Kansas City where it was studied and altered by Treasurer Shipman, Vice President Vosper and Hamlin in consultation.

Expectations of income and expenditure were briefly reviewed. Mr. Hamlin emphasized that the apparent saving of \$5,000 on staff salaries was not an actual saving. For the first time portions of the two salaries were being charged to the separate budgets for COLLEGE AND RESEARCH LIBRARIES and the MONOGRAPHS. His own salary would shortly be raised along with those of other divisional secretaries by recent ALA Executive Board action and he thanked the Board for this increase.

Mr. Weins noted that the budget was in three parts: an ACRL MONOGRAPHS budget, COLLEGE AND RESEARCH LIBRARIES budget, and the principal budget for ACRL office, committee, section and other expenses. The salaries of the publications officer and clerk-typist were charged in proportion to all three budgets. Mr. Weins felt that the estimates were conservative. During the current year ACRL was using about \$4,000 of its reserve and would use another \$1,500 during 1955/56. ACRL should have about \$8,000 at the end of 1955/56.

Mr. Vosper emphasized that it was current policy not to maintain a large bank balance but to put money to effective use for the benefit of members and libraries. A reserve of about \$7,000 was desirable. Within a few years ACRL would be down to that figure and should then proceed on a steady basis by balancing expenditure with expected income.

On question of Mr. Ralph Parker it was stated that the bi-monthly COLLEGE AND RE-

SEARCH LIBRARIES did not involve extra cost and the large increase was caused by charging ACRL office salary costs to it for the first time.

Mr. Lawrence Thompson questioned whether the new budget allowed the executive secretary to travel as much as he felt desirable in the interests of the membership and chapters. Mr. Hamlin replied that he had never felt pinched for travel funds. He did economize by planning very carefully the longer trips so that a good deal of visitation and business could be done each time.

Mr. Lyle noted that the section chairmen had not had much opportunity to indicate their needs for the current year. He felt that section expense should be flexible. Mr. Vosper reported that the next year's budget for sections had simply been projected on the basis of this year's experience. It was the sense of the meeting that the president should make minor revisions to allow for program needs.

Mr. Alphonse Trezza, chairman of the Conference Program Committee, raised serious question about the \$100 allotted to conference expense. Whoever estimated that the current ACRL conference cost was only \$50 was certainly all wet. If ACRL really wanted to improve the conference program it should budget more money for this, as good programs cost money. The Philadelphia program was costing a great deal and he was in for trouble if the board didn't like it.

Mr. Hamlin confessed that the figure for next year was taken out of the hat. He knew that conference expense would balance out nicely this year because of Mr. Trezza's efficiency.

Mr. Trezza outlined difficulties in arrangements with caterers and ticket sales over the holiday weekend. But he was more concerned about future conferences than about the current one. ACRL wanted different programs and different approaches. It wanted originality and experimentation and yet it gave the chairman only \$100. If he had felt limited to any such sum he never would have undertaken so much for Philadelphia. He had just gone ahead and planned and didn't worry about the money.

President Lyle stated that \$100 budget was considered a kind of subsidy toward what is anticipated from ticket sales. On question Mr. Hamlin admitted that the figure for

conference could be placed with reason anywhere between \$100 and \$2,000. Income-producing factors could and should be planned along with cost factors. The current conference called for many large expenditures but the imagination of Mr. Trezza had produced balancing income events. If similar imagination was brought to bear on the Miami Conference it would be self-supporting. (See the *Notes from the ACRL Office* for further comment on the financing of conferences).

Mrs. Crosland noted that the Buildings Committee had \$500 which it did not need this year and seemed to have nothing for the next year when it needed funds. Mr. Hamlin explained that the total figure for 1955/56 committee expenses was the estimated total committee expenditures for 1954/55. Committee chairmen should request funds as these were needed.

Mr. Thompson noted that the ALA Washington Office had been allocated \$300 last year but none this time. Miss Bennett's work "is worth more like \$3,000 to ACRL." Mr. Hamlin explained the special nature of the previous grant. Mr. Weins confirmed that none of the divisions was giving regular support to the ALA Washington Office.

A question was raised about flexibility of the budget. If needs ran somewhat over for any one activity, could a small amount be shifted to meet that need? Mr. Weins felt that the Board should authorize the total expenditure of \$32,705. The officers might then permit over-expenditure for some activities provided there was equalizing under-expenditure elsewhere. Mr. Severance testified that this had been the practice in the past. Mr. Lyle felt that the budget had sufficient flexibility. It was voted that,

the ACRL budget for 1955/56 be approved.

Discussion then turned to the budgets for COLLEGE AND RESEARCH LIBRARIES and for the ACRL MONOGRAPHS. Mr. Hamlin explained that careful record had been kept of the time given to C&RL by the publications officer and clerk-typist and the proportional salary costs included. The MONOGRAPH budget was based on enlightened guesses since no one could predict how many good manuscripts would come in, their manufacturing costs, or sales.

It was suggested that the subscription cost of C&RL be raised from \$4.00 to \$5.00 with

the change to bi-monthly publication. This had been discussed at Midwinter. Most subscribers were non-members. While the bi-monthly should not be more expensive, it was felt that these 750 subscriptions should pay more of the total cost. Mr. Thompson recommended that several score free subscriptions to selected foreign libraries might be cancelled since these libraries were probably now in a better position to pay for C&RL than they had been shortly after the war. Mr. Hamlin said that the original 1947 or 1948 list of nearly 100 had been reviewed about two years previously and one-third had been cancelled. It was agreed that the present list should be reviewed and shortened by the office in consultation with Mr. Tauber and Mr. Thompson. The majority of subscriptions are institutional and the price increase should not lower the number materially. With one dissent, it was voted that,

the subscription rate of COLLEGE AND RESEARCH LIBRARIES be increased from \$4.00 to \$5.00, effective January 1, 1956.

Mr. Lyle praised the two separate budgets for ACRL publications for the clarity with which they show principal expenses.

Mr. Parker questioned the line for C&RL, "Assigned funding from dues." It was agreed that increased subscription income would reduce this purely balancing figure.

Mrs. Crosland asked for clarification of plans to publish buildings institute proceedings. Was there some objection to printing them? Mr. Maxfield said that yesterday's institute was to be published in one cover with the Midwinter institute.

On question Mr. Hamlin explained that \$800 provided for "Assistance to the editor of C&RL" was actually sent to the Columbia School of Library Service which kept this as a separate account to pay for the typing, postage, telephone and other minor expenses of Mr. Tauber. So far as was known this sum was adequate.

Mr. Vosper expressed thanks to the Publications Committee for recommending this budgetary procedure and Mr. Hamlin concurred and noted that he had originally approached it with reluctance. There was a general exchange of compliments by and for all individuals involved in the publications budget preparation.

On this happy tone the Board voted that,
the budgets for COLLEGE AND RESEARCH LI-

BRARIES and the ACRL MONOGRAPHS be approved.

(Note: copies of these two publication budgets have been circulated to ALA and ACRL officers and directors as well as to ACRL representatives on ALA Council and various other individuals. They are not reproduced in CARL but copies will be loaned to any interested members.)

Mr. Bousfield was requested to describe his part in interesting the U. S. Steel Foundation in college library needs. Mr. Lyle thanked him for his very successful efforts in presenting the case for direct aid for college libraries.

It was announced that Dr. W. Homer Turner, director of the U. S. Steel Foundation, would speak on the grant the next evening. Mr. Lyle then read a letter from Mr. R. C. Tyson, vice chairman, Financial Policy Committee, U. S. Steel Foundation, Inc. This stated that "the trustees will consider future grants, but no forecast can be made now, either expressly or impliedly, of the result of such further consideration, pending review of results of this frankly experimental initial action. . . . The trustees . . . wish that all administration of it (the grant) be completely at the discretion of the Association of College and Reference Libraries. . . . The trustees directed their attention to the general needs of all colleges and universities, chiefly private liberal arts colleges for developing their book collections, improving the quality of library service to higher education, and otherwise aiding in the best use of the most modern teaching tools. They contemplated that you would make a national distribution of the bulk of the grant, possibly as much as 4/5 of it, and directly to institutions chosen by you objectively on the basis of need and potential usefulness. The remainder, at your discretion, would be available for basic, applied research on the college and university library problems."

It was emphasized by Mr. Vosper that ACRL must give genuinely imaginative attention to the use of this grant. The Association should seek some better understanding of college library needs which can be supported through centrally administered foundation grants. The committee or committees should be established to make effective use of the \$30,000 grant and look toward possible future grants. Mr. Vosper welcomed

suggestions for foundation-supported projects from the Board and the membership. A committee was necessary to set up the pattern and follow through with distribution. ACRL should be able to report on what it had done and expected to do with the grant by the end of the year. Vigorous work was necessary. It is assumed that any research project could not be finished in a short time and that the Foundation would be satisfied with a report on where such money had been channeled.

Mr. Bousfield felt that two committees were necessary, one to distribute the subgrants and the other to select research projects. This grant might be repeated if successfully handled; therefore, the committees should do long-range planning.

Mr. Thompson brought up the McGregor and Carnegie grants for college libraries of some years ago. The librarians who had worked on these projects should be consulted for their experience.

It was moved that the grant be accepted. Question was raised about "acceptance." The ALA Executive Board had already formally accepted the grant since this was to ACRL "through its parent organization, the American Library Association." Would not "appreciation" be more fitting? It was voted that,

the ACRL Board of Directors accepts with appreciation the U. S. Steel Foundation grant of \$30,000.

It was then voted that,

the incoming president be granted authority to establish a committee or committees necessary to administer the U. S. Steel Foundation grant.

On question Mr. Vosper stated that he felt it unwise to use any significant portion of the grant for its administrative costs. Shipman, Vosper and Hamlin, therefore, recommended to the Board that \$1,000 of the cash reserve be used for the administration and operation of the grant. Mr. Hamlin explained that they had not forgotten that administrative costs are a normal charge against any grant. He had discussed this with Mr. Clift long before negotiations were completed and it was agreed the grant should be accepted whether or not it included administrative cost allowance. Dr. Turner had indicated that ACRL was free to use some grant money for this purpose but had given important reasons for making the best possible

showing in the use of the grant and advised that ACRL use some of any other available money to meet administrative costs. It was voted that,

ACRL allocate up to \$1,000 for administration of the U. S. Steel Foundation grant.

Mr. Hamlin felt that the Foundation hoped the relatively small sub-grants to libraries would be the seed corn to bring about developments of much greater cost than the grant. It might also be expected that this grant to ACRL would help the Association get similar grants from other foundations. Mr. Hamlin stressed the obligation on headquarters and the officers to seek out such support during the next year. It was agreed that such effort was important. One of the committees just authorized would consider this problem.

Mr. Watson, chairman of the Recruiting Committee, requested permission to use \$100 of the funds assigned his committee to subsidize a leaflet on recruiting for college librarianship to be issued by Alpha Beta Alpha, the national undergraduate library fraternity. Permission was granted.

Mr. Hamlin was asked to present "The College Reading Program; a Proposal for an Experimental Program at Selected Institutions to Develop Better Habits of Reading and Book Ownership in College Students," which had been discussed at the Midwinter meeting.

He stated that the revised draft incorporated suggestions made at Midwinter with the exception of inclusion of A-V material. An alternate proposal had also been drafted should the Board prefer a much simplified plan of operation with no measurement of progress.

Mr. Hamlin summarized the problem and proposal. The reading habits of the American people were universally recognized as very poor and improvement at all levels of education was highly desirable. Colleges were not doing as much as they could to turn out graduates habituated to a life with books. Reading habits could be established principally in the classroom, the library and the bookstore. It was proposed to run six experimental programs for three years on six campuses which would be aimed directly at improvement of reading habits by cooperation in two or all three of these areas. Institutions would be invited to submit programs and

the best ones would win the necessary funds. The programs would be studied, guided, and their success tested at intervals. Presumably each program would be led by a member of the institution's faculty on leave of absence, who might be a classroom teacher, a librarian, or a bookstore manager. The most successful programs should have a wide influence in developing similar ones elsewhere.

Questioned on procedure Mr. Hamlin stated that if the Board approved the plan, the ALA Executive Board must approve it also before foundations could be approached for the necessary \$248,000.

Theodore Waller, vice president of the Grolier Society, was present as advisor because of his long term as chairman of the Committee on Reading Development of the American Book Publishers Council. He spoke of the concern and work in this general area by the Council, the National Book Committee, the NEA, and other important groups. The field is fertile and any attack on the problem could command wide cooperation. Foundations are aware of the need and will give careful consideration to good proposals.

Questioned as to his opinion of the Hamlin proposal, Mr. Waller felt it would be a difficult and delicate thing to set up. Much depended on the selection of the right people to run the experiments. He endorsed the use of a behavioral scientist to measure progress. It was a question whether results could be measured and communicated to other institutions and professions. He himself thought it could be done.

The great interest of other associations in this subject was discussed. Mr. Waller felt that the leadership of ACRL in reading development would be very much appreciated at this particular time and that delay would be very bad. There should be no fear of competition and every expectation of important cooperation. Mr. Logsdon spoke to the interest of the regional accrediting associations and praised the proposal. He recommended a committee to work further on the plan. Mr. Vosper praised this proposal as the sort of activity the Association should always be investigating. ACRL should have such proposals ready for any possible foundation help.

After ALA Executive Board approval, a committee would be useful to advise on refinement of the plan and to guide the so-

licitation of funds. On question Mr. Waller was of the opinion that this proposal might win the endorsement of the National Book Committee. Its members sit on foundation boards and would help in finding the money.

Mr. Orne suggested that a committee sharpen up the proposal. Mr. Hamlin emphasized the importance of immediate action. He knew that Mrs. Stevenson and Mr. Clift favored the project. Mr. Waller suggested that any committee include a college administrator and a social scientist and perhaps someone from the National Book Committee.

Discussion ranged at length on procedure and the wording of the motion. It was voted, *to approve the "College Reading" project; that it be presented for approval to the Executive Board of ALA; and that upon approval by the ALA Executive Board a committee be established to carry on the project and to work with the ALA Executive Secretary and the ACRL Executive Secretary in any necessary revision and seeking of funds.*

An informal meeting of ACRL officers, directors, and representatives on ALA Council was announced for that afternoon following ALA Council in order to discuss the ALA Management Survey. (Since this afternoon meeting was strictly informal and without a quorum, no report is included here. The sole subject discussed was the Management Survey and there was general approval of its principal proposals for ALA reorganization.)

Meeting—July 7, 1955

Present were officers, directors, ACRL representatives on ALA Council, committee chairmen and invited guests. President Lyle presided.

Mrs. Crosland reported for the Buildings Committee on the very successful buildings institute on July 3. Eighty-seven people registered. No institute was planned for Midwinter, but either an institute or workshop was to be held at Georgia Tech before the Miami Conference. The committee might run a workshop in connection with the southeastern regional meeting of the American Institute of Architects.

Information was requested on the funds turned over to ACRL by the defunct Co-operative Committee on Library Building Plans. Mr. Jesse had given up the proposed evaluation of principal libraries planned with

the help of the committee because each building evaluation required exhaustive study. So far as Mr. Hamlin knew any obligation to the committee was satisfied by the work done by Mr. Jesse. Since the committee had been out of existence for several years he did not know where the money could be returned. (Correction on this point is invited.)

For the Committee on Committees Mr. Vosper expressed praise for the work of Orwin Rush's committee. Nearly all appointments had been made for the new year. He told about planning for the Miami Conference with George Rosner (chairman) and Mr. Hamlin. "Circles of Information" were to become "Cabañas of Information" located on the beach. An outdoor barbecue might take the place of a banquet. The main general session might feature Caribbean or Latin American topics and speakers. The importance of Latin American recognition was stressed by Mr. Thompson, who urged special invitations to these librarians.

Mr. Hamlin noted that any success in the current conference program stemmed from the marching orders given by the president.

In the absence of Whiton Powell (chairman, Duplicates Exchange Union) it was reported that 120 libraries were members of the Union.

Mr. Kraus (chairman, Committee on Constitution and Bylaws) reported by letter that the committee had prepared the Organization Manual and that this was now in the hands of the Publications Committee.

Mr. Heintz reported for the Committee on Financing C&RL the current state of advertising in the journal. There has been an advertising increase of nine pages over the previous year.

Mr. Berninghausen reported for the Committee on Publications. The Organization Manual had been studied and was being returned to Mr. Kraus with suggestions for revision. A query had been received from another division regarding publication in the MONOGRAPH series of certain work of its committees. It was believed that any manuscript coming to ACRL should receive "the same rigorous scrutiny and be exposed to the same standards as one . . . initiated within ACRL. It is understood that the editor is in each case responsible for maintaining these standards and operating within established policy." The continuance of the ACRL MICRO-

CARD SERIES was assured. The current budget proposals had been briefly reviewed and the method commended.

A revised statement of functions for the Publications Committee was reported: 1) To serve as the policy-formulating body for ACRL publications, and as such to serve in this field as liaison between ACRL and other organizations; 2) To stimulate and to promote research activities useful to the further development of college, university and reference libraries; 3) To encourage the production and distribution of worthy publications derived from these and other productive activities.

Mr. Vosper urged that the U. S. Steel money available for research projects be handled by this existing committee. Mr. Thompson recalled previous recommendations for an ACRL research fund and hoped that the successful use of this money would justify future support of research by ACRL.

Mr. McAnally commented on the interest of the Foundation in the liberal arts college and felt the committee did not have sufficient representation from such institutions. Discussion turned to the research to be financed by the U. S. Steel grant. Could this be used for any library research or should it be on a subject of principal importance to liberal arts colleges?

Policy statements for the MONOGRAPHS and CARL had been approved by the committee. (These will be published when that of the MICROCARD SERIES is in final form.)

President Lyle felt that the statement of functions of the Publications Committee should not be voted on at this time. This must be done probably by mail vote before the Organization Manual is issued.

Mr. McNeal reviewed the work of the State Representatives during the two years of his chairmanship. In the absence of Mr. Jesse he summarized the work of the Standards Committee. Mr. Eli Oboler is compiling standards with a view toward publication. Mr. Weber has done a bibliography of standards for college libraries.

Mr. McDonald (chairman, Committee on Rare Books) mentioned the manual on rare books being prepared by Colton Storm for MONOGRAPH publication. Mr. Thompson emphasized the need for a simple manual. The committee was concerned about charging of

service fees by college business offices for handling gift funds. It was voted,

to approve the policy statement regarding assessment of service charges for handling book funds as follows:

It has come to the attention of the ACRL Committee on Rare Books, Manuscripts and Special Collections that it has frequently been the policy of university business offices to assess a service charge for handling library gift funds. The service charge is taken from the principal of the gift fund, presumably to cover business office expenses involved in handling the moneys in the fund.

The ACRL Committee on Rare Books, Manuscripts and Special Collections is unanimous in condemning this practice. It is our opinion that such a practice is (1) not included in the terms under which most library gift funds are donated, and (2) certainly detrimental to any attempts librarians may make towards encouraging individuals and organizations to make monetary gifts to libraries.

It is further the feeling of the committee that the university business office should be considered as a service agency, and the expenses incurred in handling library gift funds should be maintained at the expense of the university as a whole.

Mr. Vosper praised this committee highly as very important to ACRL. Its conference program had been excellent and the committee was making friends for libraries in areas where contacts have been poor.

Mr. Dix (chairman, Committee on Relations with Learned Societies) reported his discussions with various leaders in this area. All were interested in closer working relationship with ACRL. Question was raised as to whether ACRL or ALA should be doing this contact work and discussion favored ACRL. Mr. Dix noted ALA committees that work with learned societies on specific projects. Bibliography and resources are important subjects of mutual interest. ACRL should get more bibliographical information into the publications of subject specialists. The present lack of cultural communication resulted in an occasional ill-conceived enterprise (examples were given). Mr. Dix hoped to have definite recommendations for the next Board meeting.

The importance of this committee was stressed by Lyle, Branscomb and others. The president and executive secretary spoke of their contacts with learned societies and pro-

fessional associations. Mr. Dix noted that his contacts had been mostly with executive secretaries and he felt that office to be the key contact spot in any association. Possibilities of working with the American College Public Relations Association were discussed.

Mrs. Spigelman described the manual on librarianship for guidance counsellors, which the Recruiting Committee plans to publish and sell.

In the absence of members of the Standards Committee, Mr. Hamlin described a recent complaint about library support at a prominent university. The informant (from another institution) felt that ACRL should take action to force improvement of deplorable conditions. Mr. Hamlin contacted an official of a regional accrediting association and asked if it recognized and investigated complaints. He was informed that it did little with complaints from individuals but would welcome carefully considered complaints from interested associations. The work of librarians on accrediting association teams was discussed. Several present felt that ACRL should not get involved in any activity of this sort.

Mr. Bentz (chairman, Statistics Committee) reviewed current plans. On a recent questionnaire 300 ACRL members objected to the removal of the statistics from *C&RL* and 1101 approved separate publication. The committee would very much appreciate the privilege of publishing statistics of all institutions which submit returns. The committee was always under criticism from institutions which were left out and wished the Board to take responsibility for the necessary exclusions. President Lyle felt the committee should prepare the policy statement on this score. The old problem of separate publication by photographic process, with separate sale or free distribution, was discussed. Mr. Hamlin noted that these problems had been argued at length, in and out of Board meetings, for the past several years. The Board agreed to his suggestion that the problem be left with Bentz, Vosper and Hamlin to work out with the editors of *C&RL* and perhaps the *MONOGRAPHS*, with the understanding that statistics should be available to the general membership.

The Council of National Library Associa-

tions had recently voted, "That the committee to study incorporation proceed to draw up plans for incorporation; that the Executive Boards of member associations be requested to approve these plans; and that the plans be submitted to the Council at its November meeting." It was voted,

to give formal approval to the CNLA proposal for incorporation.

Burton W. Adkinson, ACRL member of the Joint Committee for the Protection of Cultural and Scientific Resources, reported by letter that the committee had been inactive.

Jesse H. Shera reported by letter on the CNLA Joint Committee on Library Education. He made a strong plea for more recruiting activity by college librarians. Mr. Lyle raised a question as to whether personnel problems should be handled by ACRL.

Miss Julia Bennett could not be present at the Board meeting and had, therefore, written a letter. This thanked the Board for the \$300 appropriated for the ALA Washington Office the previous year and summarized the status of the Postal Classification Bill (S-1292).

Mrs. Spigelman called attention to the report on the ACRL *MONOGRAPHS* which had been distributed, and displayed a copy of No. 14 (Rothstein, *Reference Services*) which was just off the press. This issue was highly praised by President Lyle and others.

At the request of the president, Mr. Hamlin had prepared a short statement on library surveys. It was felt that this subject was of such general interest that it should be covered in *C&RL*. (See *Notes from the ACRL Office*).

The ALA Executive Secretaries Conference had drawn up a proposal to allow ALA life members to take out more than one divisional life membership on payment of \$50 for each extra divisional membership. The division selected was to receive \$2 annually from ALA. It was voted,

to approve the recommendation by the ALA Executive Secretaries Conference regarding additional life memberships in divisions.

Miss Gifford noted that this was her last meeting with the Board and she took the occasion to express thanks for the Board's consideration of reference librarian problems. She appreciated the work of Mr. Hamlin on this score during the past year.—Arthur T. Hamlin, *Executive Secretary*.

ACRL Budget for 1955-56¹

AS ADOPTED BY THE BOARD OF DIRECTORS IN PHILADELPHIA, JULY 4, 1955

INCOME	\$25,370.00
ALA allotments to ACRL from dues	24,000.00
Dues for additional section membership	200.00
Interest on investments	270.00
Miscellaneous	900.00
Add: Cash balance from reserves ²	1,594.00
Total funds budgeted	\$26,964.00
EXPENDITURES	\$26,964.00
Executive Office and Administration	18,857.00
Salaries ³	15,142.00
Social Security, Insurance, etc.	400.00
Annuities for Executive Secretary	420.00
Travel	1,400.00
Conference	100.00
Postage	400.00
Stationery and supplies	400.00
Telephone and telegraph	125.00
Equipment	150.00
Elections	250.00
ACRL Membership in other organizations	70.00
Officers' Expense	775.00
President—miscellaneous	25.00
—travel	700.00
Treasurer—miscellaneous	50.00
Committee Allocations	600.00
Section Allocations	800.00
College	75.00
Junior College	150.00
Pure and Applied Science	100.00
Reference	300.00
Teacher Training	100.00
University	75.00
COLLEGE AND RESEARCH LIBRARIES ⁴	5,932.00

¹ Separate budgets were approved for COLLEGE AND RESEARCH LIBRARIES and for the ACRL MONOGRAPHS. Mimeographed copies of these will be loaned on request.

By special action the Board appropriated \$1,000 from cash reserves for administration of the U. S. Steel Foundation grant.

² ACRL had a cash balance on September 1, 1954 of \$13,348.00 and is expected to have a balance of \$9,695.00 on September 1, 1955.

³ Part of the salaries of the publications officer and the clerk-typist are charged to the budgets for C&RL and the MONOGRAPHS. Gross salaries of the ACRL staff are \$20,808.00.

⁴ This figure is nearly double last year's allocation because for the first time the salary cost of ACRL headquarters personnel is charged to the C&RL budget.

A-V Clearing House

Edited by the
ACRL AUDIO-VISUAL
COMMITTEE



No. 2

Louis Shores, Chairman; Fleming Bennett; Budd Gam-
bee; Ira Peskind; Margaret Rufsvold; Walter Stone;
Raynard C. Swank.

Editorial

The TV Perspective—"What use should a college or university library make of broadcast time offered by an educational or commercial television station?"

A first and not at all surprising answer of some librarians has been to stress the promotion of books and related services to a given college or university community. Fortunately, most libraries now go beyond this limited TV objective to work for the building of public taste and appreciations using direct educational approaches. The reasoning is clear.

Television is not used well when it merely substitutes for a booklist or flyer. And it isn't enough simply to use television to encourage the use of books and libraries. To attract a sizable audience with TV program content worthy of the institutions served, as well as to make full use of the presentational capacities of the medium, college and university library-sponsored television programs must directly *extend* as well as *extoll* the values of library collections and services. While some television programs will focus attention primarily upon book news and information about books and other library materials, the bulk of television material produced by libraries should try to present the book itself in a form directly adapted to the medium. For example, there are numerous possibilities immediately at hand for cooperation with academic departments in the presentation of reading and dramatization of literature, or for demonstrations of scientific and technical methods, as these relate to library collections and interests.

As to participation by librarians in television programs, the appropriate role is the most natural one. Library staff members who appear as talent on television programs are

seen to best advantage in roles which are at once congenial to their personalities and which represent logical extensions of normal professional responsibility. If dramatic material is required, trained actors should be used (and perhaps a few librarians qualify as such). But for the majority, the fear of being "amateurish," which plagues many librarians facing the prospect of television, will be reduced to a minimum if librarians on-the-air are asked only to talk about matters or demonstrate skills in which they are already expert. Any slight awkwardness in presentation is readily forgiven and forgotten (or ignored altogether) by an audience, if the librarian does not pretend to be something other than a librarian.

The series of 13 television programs called "Perspectives," aired by the University of Utah Library in cooperation with the Speech Department appears to have been well-conceived with respect to points made above.¹ Financed in the main by grants received from the American Library Association out of funds contributed originally by the Fund for Adult Education, "Perspectives" featured dramatized episodes (based on well-known printed sources) relating to the history of Utah, the United States and the world, which occurred during the nineteenth century.

"Perspectives" employed trained actors, received extensive local publicity, and (according to telephone and postcard surveys) eventually reached weekly audiences exceeding 100,000. The librarian of the University of Utah served as program consultant, host and narrator. In addition to stimulating public interest and learning, important by-products

¹ L. H. Kirkpatrick, *A Library Tries TV* . . . (Salt Lake City: University of Utah Library, 1954), 137p.

of "Perspectives" appear to have been (1) a measurable increment of public good-will toward the university, (2) greater prestige for the University Library and Utah libraries generally, and (3) an increased public awareness of the library's value to a university program of instruction and research.—*C. Walter Stone, University of Illinois.*

Institute

"Use of Audio-Visual Materials in Academic Teaching and Research." (This meeting for College and University Librarians held at the Warwick Hotel, Philadelphia, July 3, 1955, at 10 a.m. was sponsored by the ACRL A-V Committee as the ACRL part of the ALA Pre-Conference Institute. This summary was prepared by T. W. Roberts, director of the Visual-Auditory Center, Wayne University, who served as the Committee's chairman and coordinator for the meeting.)

Dr. C. Walter Stone of the University of Illinois in his talk, "Audio-Visual Materials and Libraries," pointed out the necessity for the integration and fusion of the librarian and the audio-visual specialist into an individual with versatility in *all* aspects of the communication process. He discussed the need for more integrated training including both library science and audio-visual, and pointed to Florida State University as a prime example of this required integrated training. Basically, he made a plea for librarians and audio-visual specialists to continue working together and for people concerned with library training to set their sights for the integrated kind of training.

Dr. Louis Shores, dean of the Library School, Florida State University, supported the remarks of Dr. Stone and described the integrated curriculum which has evolved at Florida State and introduced his colleague, Dr. Otis McBride, who serves as director of the Audio-Visual Center in the FSU Library School.

Dr. Otis McBride outlined the many facets involved in the operation of a university audio-visual center. Using Florida State University as an example, he discussed the kinds of services offered by the center: the booking and distribution of materials, the weekly preview sessions, participation in university curriculum committees, the production of materials, the levying of service charges to certain groups, the preparation and distribution of

a catalog of materials, and the general philosophy required of the personnel involved in such an operation.

Dr. Kenneth McIntyre's presentation offered illustrations and examples of the present status of the use of audio-visual materials in university academic teaching. Employing in part his experiences as the director of the Bureau of Audio-Visual Education at the University of North Carolina, Dr. McIntyre laid the foundation for the reasons for the use of such materials in the university instructional program. He also discussed how all audio-visual materials have been used more and more for instructional purposes with the passing of each year. Further, Dr. McIntyre offered specific examples of recent developments in such areas as foreign language laboratories, closed circuit telecasts and the whole movement in educational television, remedial work with the magnetic recorder, and the ever-increasing numbers of quality motion pictures and filmstrips which are available for instruction on the university level.

Dr. William Quinley of Chicago Teachers College gave an excellent demonstration of one of the newer visual devices for aiding the teaching process—the overhead transparency projector. Using materials which were created for use at his institution, Dr. Quinley showed how this projection device could be used in a variety of ways: in the ordinary chalkboard situation with the added advantage of facing the students; how inexpensive transparencies in color could be produced through the ozalid-type process on homemade equipment; how overlays and lift-offs are employed to stimulate interest in a presentation; and some of the areas of instruction in which this device might be employed most advantageously.

The final participant was Dr. Phil Lewis, chairman, Department of Education, Chicago Teachers College. Dr. Lewis brought to the group his wide and varied experience in the area of educational television. Through the use of 2 x 2 slides, Dr. Lewis showed typical school closed-circuit TV installations and programs. He illustrated how commercial telecasts could be received and distributed to classrooms throughout the building. Using the same kind of distribution network, school-produced closed-circuit telecasts may also be distributed throughout the building. He showed one installation which permitted the transmission to 9 different rooms of the build-

ing at the same time—including both commercial telecasts and closed-circuit programs. Dr. Lewis also reported upon research which revealed the TV screen size which is required for varying sizes of student groups. One of the most interesting phases of the talk by Dr. Lewis was his illustration of the classroom of the future—which could actually be built today. This classroom included a wafer-thin TV screen which was mounted on the wall and which permitted the reception of a host of audio-visual materials emanating from the central distribution or transmission area.

All of the participants answered specific questions from the audience at the close of the meeting.—*T. W. Roberts, Wayne University (Coordinator for the Committee).*

Circle of Information

The A-V circle was held at the University of Pennsylvania, July 5, 1955, at 2:30. William Quinley, Chicago Teachers College, and Louis Shores, Florida State University, served as consultants. Equipment furnished by the Audio-Visual Department of the University of Pennsylvania included motion picture, opaque, filmstrip and overhead projectors and tape recorder. The meeting was well attended and a favorite question was "How do you start a TV program?"

Directory

"Some Librarians Responsible for Audio-Visual Services in College and University Libraries" (preliminary edition), compiled by Ira J. Peskind for the ACRL Audio-Visual Committee, Chicago, ACRL, 1955 is available free of charge to ACRL members upon request to Mrs. Cynthia Spigelman, ACRL Publications Officer, ALA, Chicago 11, Ill.

On the Level

New films on the higher education level announced by educational film producers:

From Encyclopaedia Britannica Films, Inc., Wilmette, Illinois, E. F. Hoya reporting:

FRANCE AND ITS PEOPLE—Clyde F. Kohn, Northwestern University. 14 min.; color, \$125.00; b & w, \$62.50. The surroundings, traditions, attitudes, and ways of earning a living in a single French family reveal the many facets of life in France today. The blending of an old heritage and modern ways is shown in the grandeur of historic buildings in Paris and the quiet of a Normandy farm, fishing boats and ocean liners, a small shop and a large factory, war memorials, and a schoolboy's plans for his future.

WILLIAM SHAKESPEARE, ACTOR AND PLAYWRIGHT—Levi Fox, director of Shakespeare's Birthplace Trust, Stratford-upon-Avon,

England. 25 min.; color, \$250.00; b & w, \$125.00. Filmed entirely in England, traces the course of William Shakespeare's life from his boyhood in the Warwickshire town of Stratford through his career in the London theater; shows him as an actor and dramatist of the leading company of actors of his day. Contains excerpts from *Romeo and Juliet*, *Henry V*, *As You Like It*, *Julius Caesar*, *Hamlet* and *Macbeth* as they would have been performed on the stage of Shakespeare's own theater, *The Globe*.

LAFAYETTE—Leo Gershow, New York University. 16 min.; b & w, \$100.00. Highlights of the life and career of this distinguished French friend of American freedom, emphasizing particularly his service to the U.S. and his friendship with Washington.

THE LOUISIANA PURCHASE—Ray A. Billington, Northwestern University. 16½ min.; b & w, \$62.50. When Spain closed the port of New Orleans to American flatboatmen, President Jefferson was determined to buy the city. Monroe's mission to Paris to buy New Orleans and Napoleon's attitude toward the New World led to the purchase of the whole Louisiana territory, an area extending from the Gulf of Mexico to Canada and from the Mississippi to the Rocky Mountains.

MOLLUSKS—Olin Rulon, Northwestern University. 14 min.; color, \$125.00; b & w, \$62.50. The forms, functions, and habitats of the several classes of mollusks are shown in color and closeup. Many mollusks have economic value as food and as sources of pearls and shell, and their commercial uses are attractively illustrated.

MAHATMA GANDHI—The American Academy of Asian Studies. b & w, \$100.00. Out of documentary material, photographed during the first fifty years of this century, a film was shaped that recreates the life and work of the great philosopher and statesman, Mahatma Gandhi. For history and social science classes in high schools.

BIOGRAPHY OF THE UNBORN—M. Edward Davis, M.D. b & w, \$75.00. From conception to birth, this film follows the development of a human being. By animation and photomicrography it studies the growth of the most vital organs of the body. Designed for high school biology, home economics, nurse courses, adult education.

* * *

From Coronet Instructional Films, Coronet Bldg., Chicago 1, Illinois, Ellsworth Dent reporting:

CHINA: THE LAND AND THE PEOPLE—

George B. Cressey, Syracuse University. 11 min.; color, \$100.00; b & w, \$55.00. Stresses the essential characteristics and differences between North and South China, this film presents an overview of the country whose population is greater than that of any other area in the world. Showing the close relationship which has existed, for centuries, between the people of this vast land and the land itself, the film accents the importance of agriculture to the Chinese and anticipates the future of China—a shift towards industrialization.

BELGIUM AND THE NETHERLANDS—Zoe A. Thralls, University of Pittsburgh. 11 min.; color, \$100.00; b & w, \$55.00. In presenting an overview of the Netherlands and Belgium, their relationship to one another and their neighbors, and the major ways in which their economy is related to environment, the film shows how easy access to the North Sea and many waterways help to make Belgium and the Netherlands "the trading workshops of Europe." Other significant characteristics of these countries—low lands, small size, dense population—are shown in relation to the activities of the people.

THE REFORMATION—George L. Mosse, State University of Iowa. 13½ min.; color \$125.00; b & w, \$68.75. This overview of many of the events of the period known as the "Reformation" is set among the actual sites of their occurrence. Such factors as the role of the church in European life, the cultural rebirth brought about by the Renaissance, the emergence of national states, and new interpretations of the Scriptures are discussed. While such figures as Calvin, Zwingli, and Knox are recognized, the film devotes particular attention to Luther and the Protestant Reformation in Germany.

News from the Field

Acquisitions, Gifts, Collections

During the calendar year 1954, more than twelve thousand titles were added to the Folger Library's collections dealing with the history of British civilization in the Tudor and Stuart periods. During the year, the Folger found and bought more than three hundred rare English imprints dating from the period before 1640, nearly thirty-five hundred English titles printed before 1700; nearly eighteen hundred scarce books published between 1700 and 1800; and nearly five thousand rare books published in various European languages that throw light on Tudor and Stuart history and culture. The European works included an important collection of Dutch pamphlets dealing with the political and economic relations between England and Holland in the seventeenth century and another similar collection of rare French pamphlets. Some of the sixteenth- and seventeenth-century titles are so rare that no other copies are known to exist; some are represented by only one other copy; and many are known to exist in only two or three copies anywhere.

"The rare-book hunter has all the excitement of the hunter of big game," Dr. Louis B. Wright, director of the Folger Library, has declared, "and he has the additional reward of knowing that instead of destroying something, he is preserving valuable materials for posterity. The gathering of the vanishing records of a past civilization, particularly the civilization that determined the quality of our life today, is such an important task at this point in world history that the Folger Library is giving top priority to the undertaking."

A collection of 35,000 volumes from the patent searching library of the late Roy Eilers, prominent St. Louis patent attorney, has been presented to the Washington University Library by his widow, Mrs. Florence Eilers of Lake Montowese, Mo. The collection constitutes perhaps the largest technical library ever assembled by a private individual. One of the largest and most important patent searching libraries in the country, the Eilers library was assembled at a cost of half a million dollars and was housed in a special ad-

dition to the Eilers home. It occupied 6,000 linear feet of shelving and contained a complete clipping file, technical and engineering journals published in English, French, German and Italian, and a collection of books that were pioneers in the fields of technology and science.

The late Mr. Eilers started assembling his library in the 1920's to aid him in his patent searching work for many of the city's electrical firms. A graduate of the Washington University College of Liberal Arts in 1900, and the School of Law in 1902, Mr. Eilers died in March, 1949. It was his wish that the library should be presented to Washington University. The collection, which was moved to the university campus in 2300 packed boxes, will be incorporated into the Washington University general library and the School of Engineering library.

The official correspondence and other papers of the late Dr. Werrett Wallace Charters, internationally known educationist, have been deposited in the Ohio State University Libraries. The collection, amounting to about fifty letter file drawers, was given to the libraries by Mrs. W. W. Charters and by Dr. W. W. Charters, Jr. The papers have been sorted and arranged by subject content, in order to make them of maximum usefulness to scholars engaged in research on the history of education.

One of the areas of educational work in which Dr. Charters was best known was curricular study at all levels. His work with the Payne Fund study of the effect of movies on juvenile audiences is also known widely. Other fields of interest which occupied much of his time were character education, religious education, vocational education, and education of women. The collection includes extensive material in each of these areas, as well as his long work at the Ohio State University Bureau of Educational Research. The library has provided a card file, listing the headings and summary contents of each folder, to facilitate use of the collection. For more detailed information of the contents of the collection, the reader is invited to write to the Ohio State University Libraries.

The library of Fresno State College re-

ceived as a gift the library of Californiana of the late Ben R. Walker, of Fresno. Mr. Walker was editor of the *Fresno Republican* and a writer on local history. The library comprised 1,899 volumes.

Buildings At the 1954 session, the Louisiana Legislature voted \$3,500,000 for a new library building at Louisiana State University. It is expected that the building will be occupied by the fall of 1956. The library school will also be housed in the new quarters.

Washington University in St. Louis will proceed immediately with plans to build a \$3,500,000, air-conditioned library as a result of pledges and gifts already made to the school's Second Century Development Fund. The new library, to supplement present facilities, probably will be built just west of Eads Hall, which is a western continuation of the present library. Preliminary studies indicate that a building with 165,000 square feet of space is required and that reading facilities should be provided for 1200 students and 75 faculty members. Books will be placed in open stacks with reading places nearby, in line with recent trends in college libraries. The present Ridgley Library has been overcrowded almost from the time it was built in 1903. It was intended to house 70,000 volumes and serve 250 students. Today, it contains about 300,000 bound volumes and some 200,000 unbound publications, and there are 4000 full-time students at the university.

Students at the University of Pittsburgh Schools of Engineering and Mines now have their own modern library thanks to the generosity of a Texas oil man and Pitt engineering alumnus. George M. Bevier, class of 1913, gave the University \$35,000 for the construction of a library as the seventh floor of the new Engineering and Mines Building. The new facility will be known as the George M. Bevier Memorial Library.

Frank C. Burnap of Kansas City, Mo., made a second gift of \$50,000 to Clarkson College of Technology, Potsdam, New York, in June, to be used in completing the conversion of the Clarkson Gymnasium to the Harriet Call Burnap Memorial Library in memory of his wife. The library should be ready for occupancy in the spring of 1956. It will contain facilities for 89,000 volumes.

Miscellaneous Two \$1000-prizes offered by the Folger Library for the best manuscripts submitted for publication in the fields of history and literature were awarded to Dr. Conyers Read, professor emeritus of the University of Pennsylvania, for his book entitled *Mr. Secretary Cecil and Queen Elizabeth*, and to Colonel and Mrs. William F. Friedman of Washington, D.C., for a book tentatively entitled *The Cryptologist Looks at Shakespeare*.

Dr. Read, winner of the history prize, is a distinguished historian who is engaged in making a definite study of the first Queen Elizabeth's great secretary, William Cecil, later Lord Burghley, an ancestor of the present Marquess of Salisbury. The prize book is the first volume in the study of Cecil. Another volume is now being completed by Dr. Read.

Colonel Friedman is one of the leading cryptologists of the country. He has served with distinction in the Department of Defense, is the author of various technical treatises on cryptology and cryptanalysis, and is the recipient of the Medal of Merit, the U.S. Government's highest award for civilian service. Mrs. Friedman is also a noted cryptologist and has assisted her husband in various professional duties. She received an honorary degree of doctor of laws from her alma mater, Hillsdale College, in 1938, in recognition of her own services to the governments of the United States and Canada. Their prize book, *The Cryptologist Looks at Shakespeare*, is an objective analysis of theories proposed over a long period of years by people who have thought they could find cryptographic evidence of authorship in the works of William Shakespeare. They do not engage in the controversy but merely analyze from the professional's point of view the use to which such evidence has been put.

Publications Dr. Elmer D. Johnson, librarian at Southwestern Louisiana Institute, Lafayette, has compiled a bibliography of the foreign editions of Thomas Wolfe. It appeared in the Winter, 1955, issue of the *Bulletin of the Louisiana Library Association*, under the title, "Thomas Wolfe Abroad."

The University of Pennsylvania Library has published the A.S.W. Rosenbach Lectures in

Bibliography for 1954, *On Editing Shakespeare and the Elizabethan Dramatists*, by Fredson Bowers. Previous volumes in the series had been published by the University of Pennsylvania Press. Price of the Bowers volume is \$3.50.

A copy of *Benjamin Franklin—Winston Churchill*, an exhibition catalog issued by the University of Pennsylvania Library, Philadelphia 4, at the time of its bicentennial celebration in 1951, will be sent to anyone who requests it. This is a fully annotated catalog done by Edwin Wolf, 2nd, of 55 pages.

To Hans Nachod on the Occasion of His Seventieth Birthday, May 31, 1955, is an attractive brochure containing greetings and tributes from Dr. Nachod's friends and colleagues. Scholar and bookman, Dr. Nachod has been bibliographical consultant at H.P. Kraus booksellers in New York, since 1943. William A. Jackson, George B. Fowler, Paul O. Kristeller, Curt F. Bühler, Philip Hofer, Samuel A. Ives, Hans Baron and Theodore

E. Mommsen have prepared statements.

The Catholic University of America Press has issued *The Production and Use of Technical Reports*, edited by Bernard M. Fry and Rev. James J. Kortendick (Washington: 1955, 175p., \$1.75). Included are 15 papers presented at the workshop on technical reports from April 13-18, 1953. A background group of three papers, dealing with the future of report literature, the role of documentation centers in servicing report libraries, and implications of technical reports for library education, is followed by four series of papers on editing and publication of reports, acquisition and dissemination, report utilization and identification, storage and security control. Contributors include A. T. Waterman, E. E. Miller, M. F. Tauber, D. E. Gray, R. E. Mixson, D. C. Holmes, M. H. Smith, B. J. Cole, M. E. Jansson, M. Taube, J. Hilsenrath, K. Heumann, F. E. Croxton, J. Orne, and H. F. Linaugh. A list of 256 members attending the workshop is appended.

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Personnel

CHARLES W. DAVID, retiring director of libraries at the University of Pennsylvania, was awarded the honorary degree of Doctor of Letters at the University's commencement in June. Dr. David has entered the service of the Longwood Foundation of E. I. duPont de Nemours and Company, to plan and develop a new research library to be devoted to the Industrial Revolution and to the history of industry, particularly the history of industry in this country. The plan at first will be somewhat experimental, but clarity and stability should follow in due course. The intent is to add a new library to the Delaware Valley area, not to compete with already existing resources.

E. HEYSE DUMMER, director of the Bradley University Library, Peoria, Ill., since 1949, has accepted the position of director of libraries and professor of library science at Minnesota State Teachers College, St. Cloud. Dr. Dummer holds a doctorate in Germanic languages from Northwestern University and a master's degree in library science



E. Heyse Dummer

from the University of Chicago, and he had a wide teaching experience before going to Bradley. In Peoria he supervised the move to the new building and organized the present operation of the library. During his tenure at Bradley the library acquired the Houser Lincoln Collection and the Peoria Medical Collection, and it began the microfilm and microcard collections. Dummer also introduced the Associated Press wire service, which brings current news by teletype to library patrons and visitors, and he inaugurated the first Bradley Book Fair. He is the author of several scholarly monographs, has contributed numerous articles and reviews to learned and professional journals, and is managing editor of the ACRL MICROCARD SERIES.

ROBERT M. LIGHTFOOT, JR., librarian, Air War College, Maxwell Air Force Base, became director of the Bradley University Library on July 15.



Robert Lightfoot, Jr.

Born in Fayetteville, North Carolina, he attended Wake Forest College and received the degrees of B.S. at North Carolina State College in 1931, M.S. at the University of Virginia in 1932, and B.S. in L.S. at Syracuse

University in 1940.

After teaching three years in South Carolina, he served as librarian at Keystone Junior College, 1936-1941; circulation librarian at North Carolina State, 1941-42; and assistant librarian, Louisiana Polytechnic Institute, 1946-48. Appointed librarian, Missouri Valley College, he filled that position with distinction until 1952 when he was called to the Air War College, where he has been eminently successful in the organization of the collection for more and better service.

During 1951-52, Lightfoot was editor of the *Missouri Library Association Quarterly*; and since 1953, he has edited the *Alabama Librarian*, which has been indexed in *Library Literature* under his guidance. He is a frequent contributor to professional journals.

A veteran of World War II, he also served as Red Cross Field Director in the Southwest Pacific and Japan. Married to the former Evelyn L. Lyons, also a librarian, he has two sons: Bob, 15, and Jimmy, 11.

Both by training and experience Mr. Lightfoot is qualified to administer effectively the Bradley University Library. His keen insight into administrative matters and his skill in personnel relations should assure his success in his new position.—Clyde H. Cantrell.

THEODORE N. McMULLAN, long-time member of the Louisiana State University library

staff, has been named associate director of libraries.

A member of the LSU staff since 1934, Mr. McMullan has had an active part in the library's growth from 129,000 volumes to the present holding of a half million volumes. While serving as acting director of libraries from August, 1954, to July 1, 1955, he played a major role in planning LSU's new library building.

Mr. McMullan is past president of the Baton Rouge Library Club and is vice president-elect of the Louisiana Library Association. He is a member of ALA and ACRL. He participated in the program of the Southwestern Library Association convention held in New Mexico last year and in the Buildings Institute of ACRL in Philadelphia last July. Mr. McMullan holds the B.S., M.S. and B.L.S. degrees.

WAYNE SHIRLEY has been appointed librarian at Finch College, New York City,



Wayne Shirley

beginning with the academic year, 1955-56. He succeeds Miss Dorothy Staples, who retired as librarian in May after 15 years at Finch. She will continue in the library as cataloger.

Mr. Shirley will join the staff of Finch after having served 17 years at Pratt Institute as librarian and dean of the Library

School. Prior to that he was assistant in the economics division of the New York Public Library and librarian of the University of New Hampshire. He has been chairman of the ALA History Round Table since 1946 and is a past president of the Association of American Library Schools. For two years, 1948-50, he was a director of the ALA Library Education Division.

Mr. Shirley received his education at Dartmouth College, and is a graduate of the Pratt Institute Library School. He has been active in the New York Library Association and other library groups.

MARGARET L. ZENK has been appointed director of technical services for the University of Pittsburgh Library.



Margaret L. Zenk

Miss Zenk comes to the Pitt Library from the Public Library of Youngstown and Mahoning County where she has been a staff member since 1933 serving as library assistant, branch librarian, circulation head, catalog head and most

recently as director of order and catalog department.

A native of Youngstown, Ohio, Miss Zenk attended Capital University, Columbus, Ohio, and is a graduate of Carnegie Institute of Technology Library School.

Appointments

Seven appointments have been announced by the United States Government Air Force Academy Library at Lowry Field, Denver, Colorado: TALMA A. BAYLESS, chief, orders branch, formerly librarian of the Ent Air Force Base at Colorado Springs; FOREST F. CARHART, JR., chief, readers service division, formerly librarian of Lackland Air Base, San Antonio, Texas; ANNA RUBY FOSTER, cataloger, formerly in the science and engineering

department of the Denver Public Library; PAUL N. FRAME, cataloger, formerly at the Denver Public Library; RICHARD L. GOBBLE, cataloger, formerly at Colorado State College of Education Library; WALLACE B. HOFFMAN, cataloger, formerly at the Los Alamos, New Mexico, Public Library; and SANFORD S. NEAL, JR., cataloger, formerly librarian of the Human Resources Research Institute.

MRS. MAUD MERRITT BENTRUP has been appointed librarian at Northeast Louisiana State College, Monroe.

MRS. LUCIE MAE BISHOP has been appointed circulation librarian of Southeastern Louisiana College in Hammond.

MARY ELIZABETH BITTING has been appointed chemistry librarian of the University of North Carolina at Chapel Hill, N.C. Previously she has been on the staff of the Duke University Library.

PATTY JOE BOSSON, is now periodicals librarian, Fondren Library, Southern Methodist University, Dallas, Texas.

The following personnel changes have taken place in the library, University of California at Los Angeles:

New appointments: PATRICIA DELKS, geology librarian; JAMES COX, assistant, gifts and exchanges section; CLIFFORD WURFEL, assistant, catalog section, biomedical library; HELEN PALMER, assistant, reserve book room; SCOTT KENNEDY, physics librarian; ARNULFO TREJO, reference assistant; ANTONINA BABB, acquisitions assistant; JAMES WYLIE, assistant in government publications and general reference; SHIRLEY HOOD, theater arts librarian.

Transfers and Promotions: LOUISE DARLING, biomedical librarian, has been re-classified from Librarian-3 to Librarian-4; BETTY ROSENBERG is now chief bibliographer and assistant head, acquisitions department; ROBERT FESSENDEN, transferred from general reference to government publications, replacing Paul Miles who succeeded Robert Thomas as librarian, Institute of Industrial Relations; L. KENNETH WILSON, formerly geology librarian, became assistant head, circulation department; LORRAINE MATHIES transferred from the graduate reading room to become an assistant in the education library.

LAWRENCE CLARK POWELL, UCLA librarian, has been given the additional title of lecturer in English.

ROBERT A. CANNY has been appointed periodicals librarian of the Los Angeles State College Library.

A. W. COOTE has been appointed assistant state librarian of Connecticut.

ROBERT CRYDER has been appointed assistant law librarian of the University of Illinois.

MILDRED R. CROWE, medical librarian of

the University of Alabama Medical School (Birmingham) since 1945, has been appointed medical librarian of the University of Miami, Coral Gables, Florida.

MILDRED W. DAVIS, formerly of the University of Mississippi Library, is now circulation librarian of McNeese State College, Lake Charles, Louisiana.

RANDALL A. DETRO has been appointed assistant librarian of Northeast Louisiana State College, Monroe.

GILBERT DONAHUE has been appointed librarian of the University of Illinois Institute of Labor and Industrial Relations.

REV. JOSEPH P. DONNELLY, S.J. is now a member of the faculty of Creighton University, Omaha, Nebraska. He was formerly director of libraries, St. Louis University.

ALICE M. DUGAS has returned to her former position of romance languages librarian of Louisiana State University, where she served from 1935 to 1945. In the meanwhile she has worked in Washington, D.C., Buenos Aires, and Mexico City.

JAMES TAYLOR DUNN has been appointed librarian of the Minnesota Historical Society in St. Paul.

O. LOUISE EVANS, librarian of the Bureau of Public Roads, has received the United States Department of Commerce award for meritorious service to the Bureau. Miss Evans recently received the American Association of State Highway Officials twenty-five year award for meritorious public service. She is the first woman employee of the Bureau of Public Roads to receive this award.

ETHEL M. FAIR, formerly director of the library school of New Jersey College for Women, has been appointed acting librarian of Sweet Briar College in Virginia. The librarian of Sweet Briar, Miss Tyler Gemmell, will be on sabbatical leave.

F. BERNICE FIELD, assistant head of the Catalog Department of the Yale Library, has been appointed head of that Department. Miss Field succeeds Mrs. Dorothy F. Livingston, head of the Catalog Department since 1946, who retired last June. Miss Field's appointment became effective July 1.

CEDRIC R. FLAGG has been appointed supervisor of the new research information service of the Armour Research Foundation of the Illinois Institute of Technology in Chicago.

He has had extensive experience as a special librarian.

The following personnel changes have been made recently at the University of Florida: JOLYNN BURGE has been appointed as assistant in the Catalog Department; MARTHA COVEY has been appointed as assistant in Reference and Bibliography; EDWARD MCINTOSH has been appointed as assistant in Audio-Visual Services; JULIA WOLD has been appointed assistant librarian in charge of the Science Reading Room; JOAN SWARTWOOD, of the staff of the Cleveland Public Library, has been awarded a graduate assistantship by the University of Florida Libraries for the academic year 1955-56.

MARY E. GAMMON, formerly librarian of Sullins College, Bristol, Va., has joined the staff of the Virginia Polytechnic Institute Library as reference librarian.

ROBERT GRAZIER has been appointed associate librarian of Wayne University.

JOHN HAWKINS GRIBBIN, formerly of Rice Institute, has been appointed librarian of the National Academy of Sciences—National Research Council, Washington, D.C.

ELMER GRIEDER, associate director of libraries at Stanford University, has been appointed head of the library school of the University of Ankara, Turkey, to serve from 1955 to 1957.

MYRTLE HAUGHN has been appointed librarian of Baker University, Baldwin, Kansas.

MRS. ERNESTINE HOWE has been appointed general cataloger of the Forest College Library, Wake Forest, North Carolina.

MYRON JACOBSTEIN has been appointed assistant law librarian at Columbia University.

ELMER D. JOHNSON has been appointed director of the Stephens Memorial Library, Southwestern Louisiana Institute, Lafayette, La.

JAMES V. JONES has been appointed director of libraries at St. Louis University.

MARY E. JONES has joined the staff of Bell Telephone Laboratories, Inc., as a cataloger for the Technical Information Library.

ROBERT C. JONES has been appointed librarian at Colorado State College of Education, Greeley.

ANDREW LANDAY, formerly of the Law

Library at UC at Berkeley, has been appointed cataloging librarian, Long Beach State College.

DR. JOHN E. LAW has been appointed librarian of the Gould Memorial Library, University Heights campus of New York University. He joined NYU at Washington Square in 1950.

LUDWIG LEWISOHN, noted novelist and critic, has been appointed librarian of Brandeis University, Waltham, Massachusetts. He has been on the faculty of the University since 1948 and will continue to give his course in Shakespeare.

GRACE E. MIDDLETON, formerly of the University of Arkansas Library, has been appointed chief circulation librarian at Baylor University Library, Waco, Texas.

MRS. KATHRYN B. NORTON has been appointed head of the Morrison Library, University of California at Berkeley.

RAYMOND PILLER has been appointed librarian at Southeastern State College, Durant, Oklahoma.

SAMUEL ROTHSTEIN was appointed assistant librarian at the University of British Columbia in April, 1954.

GERALD M. STEVENSON, JR., formerly reference librarian at Dickinson College, Carlisle, Pa., has been appointed librarian of the Dickinson School of Law.

EDWIN C. STROHECKER has been appointed assistant professor in the Department of Library Science, Kent University, Kent, Ohio.

ELIZABETH TARVER, formerly chief of technical processes at the University of West Virginia Library, has been appointed head cataloger at the Louisiana State University Library.

EARLE THOMPSON, formerly at Emory University, has been appointed head of the acquisition department of the Louisiana State University Library.

HAROLD THOMPSON, JR., has been appointed librarian of Lafayette College, Easton, Pennsylvania.

JAMES TYDEMAN has been appointed head of the serials division at Southern Illinois University.

PAUL VON KHRUM has been appointed as assistant director of the libraries of New York University.

LUCIEN WENDELL WHITE is now librarian of Augustana College, Rock Island, Illinois.

Retirements

Librarians throughout the country will regret the retirement August 31 of DR. KEYES

D. METCALF from the post of director of libraries at Harvard University, which he has filled so brilliantly for the past 18 years. Few librarians have influenced so greatly the institutions they were serving as Dr. Metcalf the three libraries with which he has been associated during his long library career; Oberlin, the New York Public Library and Harvard University.



Keyes D. Metcalf

Oberlin was a family college for the Metcalfs. Keyes started as a page in the Oberlin Library in 1905 and continued as a student assistant during his college course. In 1912 he was executive assistant. When Azariah Root was asked to assume the directorship of the New York Public Library School for the year 1916-17, he agreed to come only if Metcalf could be released from his position as chief of stacks in the New York Public Library to become acting librarian at Oberlin.

Metcalf was in the first class of the Library School of the New York Public Library, working in the main reading room while a student and after graduation starting his long service in the reference department. He served as chief of three divisions, stacks, acquisition and preparation, as executive assistant and finally from 1928 to 1937 as chief of the reference department. During his years as executive assistant and chief of the reference department, he worked very closely with the director, Harry M. Lydenberg. Metcalf complemented and supplemented Harry M. Lydenberg in so many ways that the two made a team that has perhaps never been equalled in any of our great libraries. Much of the reorganization of the reference department in the 20's and 30's was a direct consequence of Metcalf's leadership. He continued the policy of Edwin H. Anderson in attracting so many young trained librarians that an impressive number of the important

libraries of the country have been directed by reference department alumni.

In 1937 President Conant persuaded him to come to Harvard as director of the Harvard University Libraries, librarian of Harvard College and professor of bibliography. He was the first trained librarian to hold these positions. His predecessor, Professor Blake, had reported to President Conant that the Widener Library was already over-crowded. Some years' later President Conant expressed publicly his great satisfaction over the masterly way in which Metcalf had faced the problem, since to build a new library building so few years after Widener had been built would have been impracticable. The central research collection was retained at Widener, but the necessary room for growth was secured by a series of annexes. The New England Deposit Library across the Charles River shelved less-used books, the Houghton Library magnificently housed the rare books, the Lamont Library served undergraduates and underground tunnels connecting Widener, Houghton and Lamont gave additional room for thousands of books. One of his staff in writing of Metcalf's achievements said:

Along with the overall planning I would rank the skill and knowledge that went into the planning of the Lamont Library, a building which has already had a marked influence on library architecture, not only in this country but abroad. Keyes supplied many of the foundation ideas that went into the planning of Lamont and of course he made all final decisions. However, I think great accomplishment lay in getting a first-rate team to work with him—a team comprised of the architect and about a dozen of the men on the library staff. Most libraries are planned by one man or one man together with an architect. Lamont is truly an instance of team planning. Every aspect of it was carefully studied by a committee and the work of the committee was reviewed extensively by the whole team; hence there was strength at all points and hence the building has been an unqualified success from the very beginning.

The great Harvard Library had for years been somewhat aloof from the problems con-

fronting other and for the most part smaller libraries. Under Metcalf, the library staff took its rightful position of leadership. Metcalf had already served on many ALA committees and boards while still in New York. Co-operative Cataloging, the Board of Education for Librarianship and the Board on International Relations are among the ALA activities in which he was especially influential. In 1942-43, he was President of ALA.

He has been equally active in the Association of Research Libraries since it was started. For five years he was its secretary. He more than anyone else was responsible for the inauguration and successful carrying on of the Farmington Plan.

Of late years he has devoted much time to library surveys and given much advice in the construction of new library buildings. He more than any other librarian has been called on for advice in connection with the Library of Congress and other governmental libraries at Washington. He was a member of the committee to aid the National Library of Peru, 1943-1950.

Keyes was a football player and a track man in his college days. It has been fortunate for the whole library profession that his physical energy has continued since college days and has made it possible for him to take a place of leadership in so many varied fields of library work. From his appearance and constant activity it is hard to realize that he has reached the age of retirement. His library friends and admirers are happy that, although retired, he intends to continue library work. He will be available for surveys of libraries and for advice on new library buildings. Dean Martin is to be congratulated on his success in securing him as a part-time member of the faculty of the Graduate School of Library Science of Rutgers University.—*Paul North Rice.*

GLADYS R. BOUGHTON has resigned from the directorship of the University of Washington School of Librarianship to devote her full time to research.

Mrs. CLARA DOUGLAS had completed 17 years as head of the Morrison Library, University of California, Berkeley, upon her retirement on June 30. Mrs. Douglas has been associated with the Morrison Library for all but ten years since its founding.

CALLIE HULL retired on June 30, 1955, after 35 years as librarian of the National Academy of Sciences—National Research Council.

Miss Hull came to the National Research Council in 1920 as reference librarian for its Research Information Service. In 1936 when the Research Information Service was discontinued she became librarian of the National Research Council and after 1948 was librarian of the combined libraries of the National Academy of Sciences—National Research Council. During her service at the Academy—Research Council, Miss Hull compiled a number of reference works, including a series on *Doctorates Conferred in the Sciences by American Universities*, published annually from 1920 to 1934 after which the compilation in expanded form was handled by the H. W. Wilson Company under the auspices of the Association of Research Libraries.

Another of Miss Hull's compilations that was widely used was *Fellowships and Scholarships for Advanced Work in Science and Technology* which appeared in three editions prior to World War II. Miss Hull is probably best known to librarians throughout the world, however, as compiler of several editions of two of the most important reference books published by the Academy—Research Council, *Industrial Research Laboratories of the United States* and the *Handbook of Scientific and Technical Societies of the United States and Canada*. The sixth edition of the *Handbook* was published just prior to her retirement. Miss Hull plans to remain in the Washington area a few months, after which she will return to Atlanta, Georgia.

SARA S. KING has retired from the staff of the New Jersey College for Women Library, where she has served as senior library assistant since 1937.

On June 30, 1955 the Yale staff lost Mrs. DOROTHY LIVINGSTON. Her retirement at the end of the academic year rounded out a decade of administration of the Catalog Department and a total of three decades and three years of dedicated service to the Yale Library.

Mrs. Livingston has a B.A. from the University of Wisconsin and is a graduate of the Wisconsin Library School. She also took a

special course in children's library work at the Training School for Children's Librarians at Carnegie Institute in Pittsburgh. Before her marriage she spent two years as a children's librarian in the New York Public Library system.

Arriving on the Yale scene in May, 1922, Mrs. Livingston started her cataloging career at a time when the staff was small but versatile and when the library was on the threshold of becoming one of the great research centers of the world. Her own versatility was soon apparent, and her special contribution to the library's ascendancy is at once obvious and beyond calculation.

Mrs. Livingston has held the positions of cataloger, senior cataloger (1925-28) and reviser in the social sciences (1928-45). She has demonstrated her abilities in many ways; organizing a method of recording our League of Nations documents; contributing to the cataloging and classification of the Speck Collection of Goetheana; supervising the cataloging of the Falconer Madan Collection of Oxford Books; compiling, with Miss Mollie Patton, a bibliography of the works of Sir Francis Bacon for the volume honoring the late Andrew Keogh; organizing the Descriptive Cataloging Division in 1948-49 and the first orientation course for new staff members in 1946.

Mrs. Livingston was president of the New York Regional Catalog Group, and chairman of the ALA-DCC Committee on Descriptive Cataloging, and she now holds membership in ACRL.

The staff loses, amid all else, an ace detective for finding books; an irreplaceable encyclopedia of library history; and a poet laureate—and more recently, photographer—for

special occasions. The library retains the monumental work of an intelligent and gifted individual and a staff dedicated to dynamic and purposeful service through cataloging.

To me, Mrs. Livingston's finest contribution has been her down to earth approach to our cataloging problems and her efforts to simplify and put the work on a realistic basis and not proceed with eyes closed to realities.

We wish her happiness in her retirement. I feel certain she will remain active in some work for the benefit of her fellow human beings. Possibly she will find this through the League of Women Voters in which she has been so constructively active in the past.
—James T. Babb.

ALFRED B. LINDSAY, curator of the Order and Accessions Department of Washington Square Library, New York University, has retired. Active in governmental libraries, he joined New York University in 1929 as assistant librarian, then associate librarian and curator.

NELSON W. MCCOMBS, assistant director of the libraries and librarian of the University Heights Library, New York University, retired in June.

BLANCHE PRITCHARD McCURUM retired as specialist in documentation from the General Reference and Bibliography Department of the Library of Congress on April 22, 1955.

CARL VITZ has retired as director of the Cincinnati and Hamilton County Library. He has served in Cincinnati since 1946 in this post.

Foreign Libraries

HEINRICH BORN, for many years associated with the Preussische Staatsbibliothek, died at Usingen near Frankfurt am Main on August 9, 1954, at the age of eighty-seven.

DR. JOZEF GRVYZ, associate director of

the Polish National Library in Warsaw, died on October 24, 1954.

DR. ABRAHAM HULSHOFF, formerly librarian of the University of Utrecht, died on January 13, 1955.

Necrology

JOSEPH PENN BREDLOVE, librarian emeritus of Duke University, died on May 24, 1955 at the age of 80. Mr. Breedlove was librarian of Trinity College and Duke University from 1898 to 1939, and acting librarian 1943-1946. He received the A.B. and M.A. degrees from Trinity College, and in 1900 attended the summer classes in librarianship directed by Mr. W. I. Fletcher at Amherst College. Mr. Breedlove was one of the founders of the North Carolina Library Association, and served as its president from 1911-1913. His monograph on the development of the library from 1840 to 1940 was published earlier this year by the Friends of Duke University Library.

CONSTANCE KERSCHNER, who retired from the Library of Congress in 1943, died at Gettysburg, Pennsylvania, on February 5.

COLONEL LAWRENCE MARTIN, formerly chief of the Map Division of the Library of Congress, died in February, 1955.

WINIFRED E. SKINNER, librarian at Pasadena High School and Junior College, Pasadena, California, for 36 years until her retirement in 1947, died June 13, 1955.

HELEN TITSWORTH, head cataloger of the University of Kansas since 1926, died on April 21, 1955.

MARY WESCOTT, who served on the staff of Duke University Library from 1920 to 1954, died on July 6.

Books Received

- Aeronautical Sciences and Aviation in the Soviet Union: A Bibliography.* Comp. by Bertha Kucherov. Washington: Library of Congress, 1955. xx, 274p. \$2.00.
- Bibliography of French Seventeenth Century Studies, 1954.* No. 2. Published for the French III Committee of the Modern Language Association of America. Copies available from Prof. D. L. Delakas, Dept. of Romance Languages, Northwestern University, Illinois. 22p. \$1.00.
- Les Bibliothèques Ptoléméennes d'Alexandre.* Par H. J. de Vleeschauwer. Pretoria: 1955. (Mousaion, Nr. 1) 39p.
- Children's Books in England & America in the Seventeenth Century.* By William Sloane. New York: King's Crown Press, 1955. 251p. \$5.00.
- Civic Universities: Aspects of a British Tradition.* By W. H. G. Armytage. London: E. Benn, 1955. 328p. \$5.00. (Distributed in U.S. by John de Graff, Inc., 64 W. 23rd St., New York 10, N.Y.).
- Class K Law Working Papers: No. 4, Canon Law; No. 5, Law of China.* By Werner B. Ellinger. Washington: Library of Congress, 1955. 70 p., 26 p. (Mimeographed).
- The Classified List of Reference Books and Periodicals for College Libraries.* Ed. by W. Stanley Hoole. 3rd ed. Atlanta: Southern Association of Colleges and Secondary Schools, 1955. 227p.
- Development of Public Libraries in Africa: The Ibadan Seminar.* Paris: UNESCO, 1954. 153 p. \$1.75. (Distributed in the U.S. by Columbia University Press, Columbia University, New York 27, N.Y.).
- Federal Population Censuses, 1840-80; a Price List of Microfilm Copies of the Original Schedules.* National Archives Publication No. 55-7. Washington: National Archives, 1955. 72p.
- Fund og Forskning, II, 1955.* Copenhagen: Royal Library, 1955. 155p.
- Garrettiana: Bibliografia, Iconografia, Recordacões.* Porto, Portugal: Biblioteca Publica Municipal, 1954. 85p.
- Georgia, 1800-1900: A Series of Selections from the Georgian Library of a Private Collector.* Series 8, "Three Georgia Poets." Atlanta: Atlanta Public Library, 1955.
- Gmelins Handbuch der anorganischen Chemie.* 8th ed. System. No. 9, A 3, Sulfur (Schwefel); No. 10, A 3, Selenium (Selen); No. 13, suppl., Bodon (Bod); No. 62, pta, 2, 3, Gold. Weinheim/Bergstrass: Verlag Chemie, 1953-54.
- Handbuch der Bibliothekswissenschaft.* Ed. by Georg Leyh. 3rd vol.: Geschichte der Bibliotheken, pta. 6-11. Wiesbaden: Otto Harrassowitz, 1955.
- Intelligent Layman's Medical Dictionary.* By Harry

- Swartz. New York: Frederick Ungar, 1955. 306p. \$4.75.
- Language and Literature of the Anglo-Saxon Nations as Presented in German Doctoral Dissertations, 1885-1950.* A bibliography by Richard Mummeny. Charlottesville: Bibliographical Society of the University of Virginia, 1954. 200p.
- A National Program for the Publication of Historical Documents.* A Report to the President by the National Historical Publications Commissions. Washington: Government Printing Office, 1954. 106p. 50¢.
- Philosophy and Analysis: A Selection of Articles Published in Analysis between 1933-40 and 1947-53.* Edited by Margaret Macdonald. New York: Philosophical Library, 1954. 296p. \$7.50.
- Pictorial Americana: A Select List of Photographic Negatives in the Prints and Photographs Division of the Library of Congress.* Comp. by Milton Kaplan. 2d ed. Washington: Library of Congress, 1955. 68p. \$2.25.
- Polish Abbreviations: A Selective List.* Comp. by Janina Vojcicka. Washington: Library of Congress, 1955. 122p. \$2.00.
- Preliminary Inventories, the National Archives of the United States.* No. 82, "Records of the Bureau of the Second Postmaster General, 1814-1946." Washington: National Archives, 1955. 40p.
- The Raleigh Register, 1799-1803.* By Robert Neal Elliott, Jr. (James Sprunt Studies in History and Political Science, vol. 36) Chapel Hill: University of North Carolina, 1955. 133p. \$1.25.
- The Redfield Lectures.* By Robert Redfield. Pasadena, Calif.: Fund for Adult Education, 1955. 61p.
- Reference Books in English Literature; an Annotated List of Basic Books for Undergraduates.* Issued only by the University of British Columbia Library and the University Department of English. Prepared by Inglis F. Bell. Vancouver, Canada: 1954. 13p.
- Staff Relations in School Administration.* Thirty-third Yearbook. Washington: American Association of School Administrators, 1955. 470p. \$5.00.
- Selective Checklist of Prints and Photographs Recently Cataloged and Made Available for Reference.* Lots 4121-4801. Washington: Library of Congress, 1954. 87p. \$1.70.
- Subject Specialization and Co-operative Book Purchasing in the Libraries of Great Britain.* By K. G. Hunt. (Library Association Pamphlet No. 12) London: Library Association, 1955. 32p.
- University of Tennessee Library Lectures, Nos. 4-6, 1952-54.* Ed. by Katherine L. Montague. Knoxville: The Division of University Extension, University of Tennessee, 1954. 46p.

Review Articles

Who's Who in Library Service

Who's Who in Library Service. Third edition. A Biographical Directory of Professional Librarians of the United States and Canada. Dorothy Ethlyn Cole, editor. Prepared under the direction of the Council on *Who's Who in Library Service* for the School of Library Service, Columbia University. New York, The Grolier Society, 1955. 546p. \$6.00.

At long last the third edition of *Who's Who in Library Service* has made its appearance, the result of the cooperative effort of many volunteers. Its organization, plans and policies were under the direction of the Council on *Who's Who in Library Service* of which Carl M. White was chairman and Lee Ash co-chairman, and due to the generosity of the H. W. Wilson Company, Miss Dorothy Ethlyn Cole was granted part-time leave to serve as editor and chairman of the Committee on Editorial Policies. The greater part of the actual labor was done by numerous volunteers from the New York area who processed the thousands of returned questionnaires and, quite properly, the names of eight faithful workers who did an exceptional number of these questionnaires are listed in the front of the volume. After considerable investigation the Grolier Society was chosen as publisher and the Science Press in Lancaster, Pennsylvania, prepared the final copy for reproduction by the photo-offset process.

This edition includes sketches for more than 11,000 librarians from the United States and Canada, compared with 5764 in the first edition (1933), and 8869 in the second (1943). According to the introduction the following categories are included:

- 1) Professional librarians, defined as persons holding degrees from accredited library schools, or others classified as professional in libraries. (It was the responsibility of the Committee on Eligibility to evaluate the records of these latter);
- 2) Persons active in such closely related fields as library school teaching, bibliographical and editorial work;
- 3) Librarians who retired during the past year;
- 4) Others who have retired, but who are still well known in the profession through

writing, teaching, work in professional associations, or consultant service; 5) Foreign librarians employed in agencies of an international character who are in the United States on a more or less permanent basis.

The sketches are written in as concise a form as possible, using abbreviations and omitting non-professional information (home addresses are given only for persons who have retired or who are employed in libraries outside of the United States). Usually given is full name, place and date of birth (if given by biographee), education, i.e., college, graduate work, and library school; honors, publications, memberships, and positions held.

Facts have been taken from the questionnaires without further checking with other sources and for the most part seem quite accurate, although a few errors in transcribing have been noted. Unfortunately, the stringent budget did not permit follow-ups for persons who did not return the questionnaires. While it is possible that some of these may not wish to have been included, it would seem highly desirable that a certain amount of follow-up be provided when another edition is to be prepared.

A few minor deficiencies have shown up as the volume has been used; e.g. 1) present position is given in caps at the end of the sketch which is usually an excellent arrangement, but in the case of persons who have held several positions in the same library the name of the library is given only with the first position and sometimes it is necessary to check back quite carefully to discover the name of the institution at which one is director, head, technical processes, acquisition librarian, etc.; 2) date of retirement is not indicated so that, frequently, part-time jobs held after retirement are given more prominence than the career position of an individual; 3) in some cases abbreviations used for institutions with lack of place-names make for ambiguity.

In spite of these few criticisms the volume is most welcome and will be heavily used. It is to be hoped that some adequate arrangement can be made for bringing out revisions at regular intervals.—Constance M. Winchell, *Columbia University Libraries.*

Bibliography of Bibliographies

A World Bibliography of Bibliographies and of Bibliographical Catalogues, Calendars, Abstracts, Digests, Indexes, and the Like, by Theodore Besterman. Volume I, A-E. Third and Final Edition, Revised and Greatly Enlarged Throughout. Genève, Societas Bibliographica, [1955] xxviii p., 1326 cols.

Mr. Theodore Besterman concludes the "Introduction" to his third (and as he threatens final) edition with the same valedictory as the two former editions:

May the noble-minded scholars instead of cherishing ill feeling kindly correct whatever errors have been here committed through the dullness of my intellect in the way of wrong interpretations and misstatements.

(From Hemacandra)

Acclaim and success must have assured Mr. Besterman that only a fool would accuse him of "dullness of intellect," and that only a waster would spend the time to find the few mistakes in interpretation and statements which inevitably must have crept into so large an undertaking. Over the years, this reviewer has occasionally found a lacuna; he naturally assumes that it has been corrected in this new edition. Once in a while he sought in vain a solution to a bibliographical problem, or he was not able to discover the proper heading. However, he has never been aware of serious errors or of intellectual boners common in this type of all-embracing bibliographical enterprise. Rather, he has marveled, over and over again, how one man can deal as satisfactorily with so many languages and with practically all fields of human knowledge.

We naturally assume that all readers of COLLEGE AND RESEARCH LIBRARIES are familiar with both, or at least with either of the previous editions. Should this not be the case we can only urge them to examine and to peruse at least the new third edition which follows, in scope and treatment, the first and the second editions. About 80,000 monographic "bibliographies" (as defined in the carefully written original "Introduction" which has been reprinted in the second and third editions) are listed chronologically under alphabetically arranged subjects. Articles are excluded; we believe that quite a few of the items listed are actually separately pagged reprints from

journals. The description of each item in this edition has again been critically examined and has, when necessary, been corrected and revised. Our sample checking would indicate that Mr. Besterman's claim that the third edition lists twice as many entries as the first and about 25% more than the second, is on the conservative side. In addition, many new cross references have been added.

Since this reviewer has never applied time and motion studies to his own work, he cannot state how many hours, days or weeks the *World Bibliography* has saved him; may it suffice to say that the saving of time and labor has been great. Cumulatively, the bibliographical searches of thousands of librarians, scholars and laymen must have been shortened very considerably through intelligent use of Besterman's *World Bibliography*.

We do not wish to question the validity of Mr. Besterman's arguments in favor of his alphabetical subject arrangement. It is a fact, however, that sometimes the user looks under one subject only to discover later that he missed one equally or even more important bibliographical tool, listed under another related or larger subject. We believe that a classified listing of the "about 12,000 headings and sub-headings" would be extremely useful and greatly enhance the value of the *World Bibliography*.

In conclusion, we congratulate Mr. Besterman and thank him for his third improved and greatly expanded edition. We hope that he will find well qualified successors to carry on as a group where he bows out as a one man bibliographical center.—Rudolf Hirsch, *University of Pennsylvania Library*.

Financial Subject Headings

Subject Headings for Financial Libraries.

Compiled by a Committee of the Financial Division, Special Libraries Association. New York: Special Libraries Association, 1954. viii, 94p. \$5.00.

As a combination of alphabetic-classified and alphabetic-subject list, this compilation falls directly in the middle of current controversy; but as a practical aid in organizing materials in the great variety of financial libraries, it offers good guidance in bringing some system into the range of subjects covered in such libraries. This revision of the 1940 list again suggests subdivisions, or "Standard Subheads"

to be used in combination with geographical and other subjects. Cross references are generously supplied. In connection with these it is not always clear on what basis the decisions on *see* references were made—whether upon common agreement of members of the Committee, based on experience or personal judgment, or on common practice among a number of special libraries in addition to the four represented by the committee. In the complex cross reference structure, also, some blind alleys are apt to show up, namely the *see also* under "Research." No reference is made to the newest member of this group: "Operations research."

The problem of definition, likewise, proves troublesome, even though care was taken by the committee in checking. For example, "Cambist" normally includes not only foreign exchange rates, but also tables of weights and measures, for which no *see also* reference under the latter subject is given. "Factor" is defined simply as "commission merchant," although the more important angle from the financial viewpoint, particularly mentioned by the American Marketing Association Definitions Committee, and in the Prentice Hall *Encyclopedic Dictionary of Business*, is not indicated. "Real estate—Finance," or "Securities—Real estate" similarly are not included, although they would seem as desirable as some that are included. The Sherman Antitrust Act is noted, but not the Clayton Act nor the Webb-Pomerene Act.

In spite of these errors and omissions, the list shows care in compilation, conscious discrimination between current terminology and jargon, and an intent to set up a closely knit system of subject headings. The compilers likewise recognize tangential subjects, sometimes very important in the special library reference field, by admitting the need of more general, supplementary lists, but do not imply that this specialized compilation could be readily used as an extension of such lists. The use indicated for the list is therefore more for the highly specialized and usually smaller collections in financial libraries, rather than for such collections in larger aggregates of books and other materials in university and public libraries. For the purpose mentioned, and for bringing the 1940 compilation to date, this edition of *Subject Headings for Financial Libraries* is a valuable addition to the growing body of specialized subject headings.—Walter Hausdorfer, Temple University Libraries.

Effective Organization

Factors Influencing Organizational Effectiveness. A Final Report. By A. L. Comrey, J. M. Pfiffner, and W. S. High. Office of Naval Research Contract N6-ONR-23815. Los Angeles: University of Southern California, 1954. 60p. \$1.35.

Four years of research at the University of Southern California, involving the cooperative work of scholars in the fields of psychology, sociology, and business administration, have produced a body of data on organizational behavior, many of the results of which are applicable to libraries of varying sizes and kinds. Librarians concerned with highly developed organizational structures and their effective functioning will find the results of particular value, since large structures provided the bases for all research activities.

Certain findings in the present report underline existing theories in administration, while some introduce the unexpected. An example of the latter occurred in the evaluation of supervisory behavior, where public relations emerged as a more significant factor than judgment, initiative, or willingness to accept responsibility. Relative to this, the authors conclude: "In dealing with difficulties concerning persons outside the organization, the supervisor should not run away from trouble but should go directly to the disaffected person and try to settle the problem through face-to-face dealings. . . . He should arrange his affairs so that the required amount of time can be devoted to external affairs as distinguished from internal management. . . . He should not rely upon written communications as substitutes for personal contacts, especially in matters which might involve tension and misunderstanding."

The less complex library organization will be able to share in the value of this study because of the basic nature of the administrative areas considered. In a final chapter entitled, "Implications for Modern Management," the authors make recommendations on the basis of responses to questionnaires designed to determine 1) supervisory self-evaluation, 2) situational evaluation, and 3) evaluation by subordinates. Each of 24 principal characteristics is briefly discussed, in accordance with the investigators' results. The present one is, essentially, a summary report. For a complete analysis of the study,

this report should be supplemented by the technical reports published in *Personal Psychology* during the 1952-55 period.—Ervin Eatenson, *Columbia University Libraries*.

Technical Book Review

Technical Book Review (Science. Engineering. Medicine. Technology), Vol. 1, No. 1-2, Sept./Oct.—Nov./Dec., 1954. London; E. W. Publications, Ltd. Bi-monthly. 15s.

One of the serious gaps in the book selection apparatus for scientific and technical libraries is a *current* list of new books. No list of such books now published is adequate for the purpose. With the appearance of the *Technical Book Review*, it appeared that for the first time such a service might become available.

The principal content of the first two issues was given over to reviews of new books supplemented by a special department headed *T.B.R. Register*. The following statement precedes the new books listed:

The T.B.R. Register is designed to be a check list giving author, title, number of pages, publisher, price, edition and (where available) brief details of every book recently published or about to be published in the United Kingdom, the British Commonwealth and the U. S. A. With the cooperation of publishers and others, however, we hope that before long the register will be as complete as is practicable. At a later date it is intended to include books in foreign languages.

The first issue listed approximately 235 titles, 64% of which were British, including only one Empire publication, and 36% were issued in the United States. With but very few exceptions all of the United States titles listed were shown to also have British outlets. The largest proportion were Wiley and McGraw-Hill publications. An unexpected exception was three titles published by McKnight and McKnight of Bloomington, Illinois. This was obviously inadequate coverage but it was to be understood for a new journal. The editor wrote: "We fully realize the immensity of the task," and expressed hope for full cooperation of publishers in the future.

The second issue, however, recorded many

fewer titles and an even smaller percentage of United States publications. (There was also a marked depreciation in the quality of the paper used for the text.) Of the total of 107 titles, 74% were British, including only one Empire publication, and 26% were from the United States. The distribution from the U. S. was somewhat better, there being a good representation of two additional publishers, Academic and Reinhold.

The infrequency of publication, coupled with late appearance of the issues, leaves a great deal to be desired for an aid of this kind. The first issue (Sept./Oct.) and the second issue (Nov./Dec.) were received in Chicago respectively on November 22 and February 9.

The first two issues contained 25 and 32 reviews, supplemented in the second issue with a small number of shorter notices. The panel of reviewers promises excellence insofar as the new publications are covered. The merit of reviews, however, in such limited numbers seems questionable. The appearance of reviews in scientific and technical journals such as *Science* and *Nature* (among the general publications) and a wide variety of special subject journals seems better to serve the need for reviews. And for an accumulation of critical opinion the *Technical Book Review Index* has a wider range of practical value to libraries.

On the favorable side the wide subject coverage is to be commended. The criticism of too wide coverage alluded to by the editor in the first issue is, as he suggests, invalid. Isolation among the various sciences is at best wasteful. The arrangement of the *T.B.R. Register* under the main divisions of the Universal Decimal Classification is very useful. The bibliographic style is good and the typography is adequate, although so compact that on the gray paper of the second issue there is a sharp reduction in readability.—Herman H. Henkle, *The John Crerar Library*.

Index to Wing

Index of Printers, Publishers, and Booksellers in Donald Wing's Short-Title Catalogue, 1641-1700. By Paul G. Morrison. Charlottesville: University of Virginia Press, for the Bibliographical Society of

the University of Virginia, 1955. 217 p.
\$20.00 (\$10.00 to members.)

To his constantly useful *Index* to the Polard-Redgrave *Short-Title Catalogue*, printed in 1950 by photo-offset, Dr. Morrison has now added a similar *Index* to the 80,000 entries in Wing. One could wish to revive a useful old word to praise such "indicular" devotion: countless hours of patient listing have produced a tool that younger scholars will soon be taking for granted. But the tool here provided will assuredly continue for a few years to seem to older workers almost miraculous in the ease with which it now makes possible any search for books of a known printer or bookseller: in the dull columns now laid before us is a quick identification of any English book that contains the name Abington or Young in its imprint, or any name in between, and then one can continue to study the publishing history of that man. Even the arrangement by years under each name has a distinct convenience.

One immediate value of this *Index* will be its capability of correcting or supplementing the information in the Term Catalogues and Plomer's lists as to the span of years during which the different booksellers remained active; in fact, this will make the needed revision of Plomer almost easy. Every book here recorded under a man's name may possibly add to the sum of knowledge concerning his activity. (Some caution will be required because Dr. Morrison has purposely combined two or more men of the same name into one list, e.g., Barker and Daniel.)

No doubt some errors have crept in during the indexing, transcribing, setting in type, and proofing of such a staggering mass of numbers. But the work seems steadily accurate, and any errors can be readily corrected in use. A few false dates have been left uncorrected, for example, whether or not Wing corrected them, to produce slightly startling entries with dates earlier than 1641, as under John Bill, John Crouch, Leonard Lichfield, William Marshal, and Henry Twyford. Somewhat oddly, Dr. Morrison apologizes in his preface for two strange entries in the *Index*, each of which could have been verified or corrected, to judge by the locations in Wing, by a single inquiry addressed to an American librarian.—A. T. Hazen, Columbia University.

Recent Foreign Books on the Graphic Arts, Bibliography, and Library Science

Shortly before World War I, O. Willmann and E. M. Rohloff edited an important *Lexikon der Pädagogik* in five volumes. In 1930-32 this work was supplemented and brought up-to-date by the *Lexikon der Pädagogik der Gegenwart*, edited by the Deutsches Institut für Wissenschaftliche Pädagogik in Münster, Westphalia. Important as these seven volumes were, it was out of the question to attempt to issue further supplementary volumes. Only a completely new edition could be satisfactory and this is what the Deutsches Institut in Münster and the Institut für Vergleichende Erziehungswissenschaft in Salzburg have given us in the new *Lexikon der Pädagogik* (Freiburg: Herder, 1952-55; 4 vols.; DM 224. for the set).

In the very beginning one important point should be emphasized about this great reference work: although the publisher is a leading Catholic firm, and although the sponsorship and orientation of the work is basically Catholic, the breadth and bona fide objectivity of the *Lexikon* lend it a significance that reaches far beyond any sectarian limitation. In many respects the Catholic orientation is positively a virtue, for example, in the adequate treatment of the history of education in the Middle Ages. Moreover, in the absence of any Protestant or non-sectarian encyclopedia of education, the *Lexikon* must be recognized as the one definitive recent work of its type.

The complete work contains contributions by over 700 authorities. There are 3,950 articles and references. The exhaustive index at the end of the fourth volume contains some 16,500 entries. Every aspect of the history, practice, and theory of education is represented for the new *Lexikon* proposes to be absolutely comprehensive in its field.

Each article is signed by the name of the author. Contributors are identified in a list at the beginning of each volume. This list is followed by an alphabetical list of articles with page numbers to serve as a sort of table of contents. Comparatively few abbreviations (for a work of this magnitude) are used, but

they are consistent and may be quickly identified in a table at the front of each volume. There is a selected bibliography at the end of each article, and the fact that many references bear a date only shortly before press time is indicative of the alertness of the editors. In the case of biographical articles there are lists of the subject's main works as well as of articles and books about him. Bibliographical references are given in all languages, but there is a natural predominance of German. Unfortunately there are some references to articles in relatively obscure periodicals not generally available in this country, but that is no fault of the editors.

Perhaps one of the most striking aspects of the *Lexikon* is its breadth and truly international character. It represents the one tradition in German education, the Catholic one, that the Nazis were never able to exile or destroy. It is a tradition that is just as strong today in the relatively few centers of Catholicism in East Germany, where the regime is an even more implacable foe of religion than National Socialism was. Thus, in the *Lexikon* we find impressively accurate evaluations of moral rearmament, R. M. Hutchins, or the idea of "fair play" (entered under the English words). The *Lexikon* is bringing to Germany ideas that were excluded for a decade and a half, but in doing so it is organizing the whole corpus of modern pedagogical knowledge so that it will be in a useful reference form for educators everywhere.

The *Lexikon* has the happy virtue of combining the ready reference function with the encyclopedic. Articles and cross references are organized so that essential information is available at a glance, but there are also many detailed surveys of certain key subjects. Nearly all articles are well written, and few are burdened with the oppressively erudite style of most specialized German encyclopedias.

For the librarian, either in a popular or reference collection, the potential value of the *Lexikon* is high. The relationship of philosophy, psychology, sociology, and even theology to education are much the same as to librarianship. To take but a couple of examples of articles of greatest value to librarians, references may be made to those on the history of universities and to those on adult education.

The new *Lexikon der Pädagogik* is a reference work of prime importance. Both the

four volumes of the set and a volume entitled *Pädagogik im Bilde*, a sort of a pictorial supplement announced for early publication by Herder, will have a basic place in any reference collection in college and university libraries and in many public libraries as well.

A new title in Martinus Nijhoff's distinguished list of bibliographical titles in the *Bibliotheca catholica neerlandica impressa, 1500-1727* (The Hague: Nijhoff, 1954; 669 pages; fl. 40). It is a short-title catalogue of 18,754 titles printed in the Low Countries (Netherlands and Belgium) from 1500 to 1727. All books relating to any aspect of Catholicism that appeared in the Low Countries during this period were included insofar as they were identified. Although most of the titles are in Dutch or Latin, the basic criterion for inclusion was the place of printing rather than the language. The arrangement is chronological, but there is an alphabetical author and title index.

The bibliography was compiled by several hands and from various sources, including books and periodicals, catalogs of libraries and antiquarian book dealers, biographies as well as bibliography. A source is given for every title in the bibliography. No effort was made to consult the texts. Neither was every source used compared to ascertain locations once a title was identified, and many of the entries for which no location is given may be in Dutch or Belgian libraries. Scientific works and those relating strictly to interconfessional controversy were omitted.

The basis of the work was laid by W. Perquin in 1944 with several thousand slips. Between 1946 and 1950 Rev. L. Verschuere and ten collaborators expanded the file. In 1950 Rev. A. van Dijk of Louvain began to edit the whole body of material and prepare it for publication.

In spite of the history of the compilation, the finished work shows a high degree of accuracy. Comparison with such sources as the Nijhoff-Kronenberg *Nederlandsche Bibliographie van 1500 tot 1540* shows that there are few errors. As a reference work the bibliography is essential to all students of general and religious history of Europe during the period of Reformation and Counter-Reformation.

In this sesquicentennial year of Hans Christian Andersen's birth a flood of Ander-

sen literature is appearing. Large numbers of Scandinavian gift books have been issued, and there is a very substantial volume of critical literature.

In the second volume of *Fund og Forskning*, the annual published by the Royal Library in Copenhagen, there are three Andersen articles. The most memorable, perhaps, is that of Erik Dal on the Royal Library's acquisition of the magnificent Andersen collection of Holger Laage-Petersen, with some 4,500 books, 400 letters by Andersen, and numerous other Andersen items. Many photographs of Andersen were taken by Henrik Tilemann, and some of them are in the Laage-Petersen collection. Bjørn Ochsner attempts to identify and date the Andersen photographs. A third Andersen article is by H. Topsøe-Jensen on the recent acquisition of the first half of the manuscript of "Little Ida's Flowers" by the Royal Library. The first half was in the Collin collection, long in the ownership of the Royal Library.

All but one of the essays in Volume II of *Fund og Forskning* are in Danish with detailed English summaries. The most interesting of all, however, is in English with a Danish résumé. It is the exciting story of the acquisition of a rare collection of Tibetan books for the Royal Library by Prince Peter of Greece and Denmark. Another fascinating story of the library's orientalia is in Leo Buschardt's essay on the Balinese correspondence of Mads Lange, nineteenth century Danish sailor and East India traveller. Tycho Brahe is the subject of two articles, one by Harald Mortensen on Brahe's library and another by Edv. Gottfredsen on the accounts of Brahe's last illness and death. Svend Dahl, retired director of the Royal Library, has made a valuable contribution to the history of library administration with his essay on Adam Wilhelm Hauch, appointed head librarian in 1829. Mogens Haugsted has written on early Danish printers' and publishers' marks, Jean Anker on J. E. C. Walters' illustrated book on Scandinavian birds (1841), Henning Einersen on the twenty-two incunabula acquired by the library since 1938 when Madsen's catalog listed some 4,300 pieces, R. Pauli on an eighteenth century silver filigree binding, the earliest Danish dedicated books, and the appreciation of Holberg's *Nicolai Klimii Iter Subteraneum* abroad. Few libraries can boast of

equally stately collections as the Danish Royal Library, and few that can have such a handsome and useful publication as *Fund og Forskning*.

The second edition of Johann Schlemminger's *Fachwörterbuch des Buchwesens; Deutsch-Englisch-Französisch* (Darmstadt: Fachverlag Dr. N. Stoytscheff, 1954; 367 pages; DM 14.80) is the best recent glossary of the book. It contains three alphabets, viz., (1) German-English-French, (2) English-German; and (3) French-German. It covers all aspects of book production, the book trade, and peripheral fields.

The new edition has superseded the earlier edition completely. It has some 6,000 technical words and phrases as against 3,500 in the first edition. Although there were relatively few errors in the French and English sections of the first edition, virtually all have been eliminated by unusually careful proofreading in the second edition. There are relatively few abbreviations, but they are clear and consistently used. An especially useful feature is the indication of the gender of the German words.

The *Fachwörterbuch des Buchwesens* has no exact counterpart among any of the three major languages of the world. There are specialized encyclopedias of bibliography and librarianship, there are glossaries of single fields of the book arts, and there are smaller glossaries of the book. However, none of these reference works combine in a single volume so many words and phrases relating to the book in English, French and German.

A major new biographical reference work is the *Österreichisches biographisches Lexikon*, of which the first two fascicles, carrying the alphabet through Engelbert Dollfuss, appeared in 1954 in the Hermann Böhlau Verlag (Graz-Vienna-Cologne). Each fascicle is sold to subscribers for DM 6.50. There will be some five or six volumes, each consisting of about five fascicles. At present it is hoped to issue at least three fascicles a year.

Most of the sketches are fairly short, occupying at the most a single column (e.g., such prominent Austrians as Dollfuss or Edward von Bauernfeld). The sketches are unsigned but obviously have been subjected to rigid editorial standardization. Following each biography there is a list of the biographees' main works and a list of critical and biographical works about him.

The origins of the *Österreichisches biographisches Lexikon* go back to Anton Bettelheim, and Oswald Redlich, who planned a comprehensive biographical dictionary of all prominent Austrians from 1815 to 1918. From 1923 to 1935 eight volumes of *Ausgewählte Lebensbilder* were published by the Amalthea Verlag, and a second series of shorter sketches was planned as a sort of a revision of Wurzbach. In 1946 the Österreichische Akademie der Wissenschaften established a "Kommission zur Ausarbeitung eines österreichischen biographischen Lexikons" under the chairmanship of Leo Santifaller, head of the Institute for Austrian Historical Research. Thus this work arose.

The scope includes all Austrians who resided on territory within the Austrian jurisdiction between 1815 and 1950. All branches of activity are included. Thus the whole broad geographical area of the old Danube monarchy is included in this work. It is not difficult to uncover much of the motley color of old Austria in reading some of the sketches, despite the strictly scholarly methods of the editors.

The *Österreichisches biographisches Lexikon* is a model work in every sense. It is conceived and executed according to the best standards of historical scholarship. Above all, however, it covers a part of the world that has not ceased to have a major significance in international affairs despite political splintering.

In every reference collection a basic history of each major country or major period has a place. The best example of such histories are perhaps the well known Cambridge histories. In Germany Johannes Bühler has brought out a major *Deutsche Geschichte*, now in its fifth volume (Berlin: W. de Gruyter, 1954; 518 pages; DM 32), covering the late eighteenth century and the nineteenth century through the Franco-Russian war.

Replete with selective bibliography and index in each volume, Bühler's work has a high value as a quick reference tool. On the other hand, Bühler is a fluent writer and a skillful interpreter of the historical past. His great work is good reading as well as a useful desk companion.

Bühler is particularly significant for treading the middle of the road path somewhere between the Nazi historians and the extreme revisionists who feel that the events of 1932-

1945 require a totally new interpretation of German history. Bühler is cautious, perhaps excessively so at times, but caution and modesty are the hallmarks of great historical writing. Bühler's work is perhaps more urgently needed because of German historical writing rather than because of German history. He brings to libraries and scholars the best comprehensive German history published in the last quarter of a century.

The second edition of Arthur Luther's *Deutsches Land in deutscher Erzählung* appeared in 1937, and the second edition of his *Deutsche Geschichte in deutscher Erzählung* appeared in 1943. Both bibliographies were unique reference works and enjoyed a useful life. When a third edition was considered, it was deemed most feasible to combine the two books into a single volume, *Land und Leute in deutscher Erzählung* (Stuttgart: Hiersemann, 1954; 555 pages; DM 28). The new edition had the dual purpose of including all pertinent material after 1937 and 1943 and of providing those who did not own the earlier works with a selection of their main content.

There has necessarily been a reduction in volume of the material in the earlier works, but the selection has been judicious. The entries for places under 20,000 inhabitants were omitted unless the localities in question had some special historical or cultural significance. From the *Deutsche Geschichte* it was decided to include only those titles which dealt with a definite personality in German history, and much fiction dealing only with historical events was dropped.

Nevertheless we have a stately number of titles. The first part of *Land und Leute* includes 430 places with about 8,000 titles of literary works using these places as a setting. The second part lists 680 individuals with some 2,200 titles of biographical fiction and short stories. Memoirs, autobiography, juveniles, and cheap literature are omitted. There are indexes of places arranged geographically, of persons arranged chronologically, and of authors.

Land und Leute is a useful reference work for students on all levels of investigation. It has been found to be useful as a guide for undergraduate term papers as well as for graduate theses. Its reference value is obvious for any library with even a small collection of German literature.

Existing reference books in the field of music are generally unsatisfactory in their treatment of music and musical instruments in antiquity and the early middle ages. Illustrations of instruments are isolated in out-of-the-way serials and are not available for quick reference. This gap in reference material has been filled by Friedrich Behn with his *Musikleben im Altertum und frühen Mittelalter* (Stuttgart: Hiersemann, 1954; 180 pages, 100 plates; DM 35).

Behn surveys the history of music and musical instruments in twelve chapters of text followed by 100 plates containing 217 illustrations. The illustrations consist of photographs and drawings of the instruments, photographs of models, ancient mural paintings, statues of musicians, and reproductions of illuminated manuscripts. Every necessary detail of the instruments is shown.

While the illustrations lend a special value to Behn's work, the text is also valuable. Based on Behn's extensive research in archaeology and pre-history, the eleven chapters of the text cover not only Greece and Rome but also the ancient Near East, the non-Roman Italic peoples, the ancient Germanic and Celtic peoples, and the early middle ages up to the Carolingian period.

Behn's work will be useful not only for general music reference, but also as a tool for ancient historians, archaeologists, ethnologists, art historians, and literary historians. The research on which Behn has based his work is meticulous and dependable, and the book will be accepted by scholars in many fields.

In our day it is possible to single out a few librarians whose influence has been broad and enduring in every sense. Scholars as well as administrators, practical men as well as visionaries, such personalities as William Warner Bishop, Herbert Putnam, Wilhelm Munthe, Svend Dahl, Arundel Esdaile, and Georg Leyh have given the real substance to librarianship in our era. Mr. Bishop has given us fragments of autobiography, and the same thing would be more than welcome from his surviving contemporaries. George Leyh has given us a stately volume of fifteen essays selected by him as representative of nearly a quarter of a century of leadership in the library world. It is entitled *Aus vierzig Jahren Bibliotheksarbeit; kleine Schriften* (Wiesbaden; Otto Harrassowitz, 1954; 261

pages; "Beiträge zum Buch- und Bibliothekswesen," III).

It is hardly possible to do full justice to each one of the essays in this volume, and only a few may be singled out for special mention. "Das Dogma von der systematischen Aufstellung," a truly noteworthy essay in the *Zentralblatt für Bibliothekswesen* for 1912 is the first in this volume. Classified shelving has been more of a religion than a dogma with us, but the time has now come when a few American librarians are reconsidering this religion. Leyh's essay must be essential reading for them. Essays on Fritz Milkau, F. A. Ebert, and Richard Pietschmann commemorate three of the truly great German librarians and extract broadly valid principles from their careers. Studies on the history of the University of Göttingen Library, on older administrative practices, and basic points of library history yield a historical perspective that may be valuable to all of us. An essay on professional ("wissenschaftlich") librarians and the middle service and their respective duties show keen insight into personnel problems.

After the catastrophe of World War II and retirement, Leyh was more active than ever. He not only undertook the tremendous jobs of surveying war damage to German libraries and editing the new edition of the *Handbuch*, but he also continued his research in other fields, his library historical studies (e.g., on Göttingen), and his theoretical speculative essays (e.g., "Der Bibliothekar der Zukunft") in the *Zentralblatt*. The last essay, which appears here for the first time, is on "Der junge Jacob Burckhardt." It presents the results of a lifetime of study of the great art historian and the fruits of an astonishing activity as a collector. No other private collector has a Burckhardt collection that can approach Leyh's.

These fifteen essays permit us to come close to the heart of Leyh's thinking. It is a system of thought which has had a profound influence on the library world on both sides of the ocean.

Joris Vorstius, editor of the *Zentralblatt für Bibliothekswesen*, is the honoree of the *Festschrift Joris Vorstius zum 60. Geburtstag: Bibliothek, Bibliothekar, Bibliothekswissenschaft* (Leipzig: Harrassowitz, 1954; 440 pages; DM 24). In addition to a list of Vorstius' publications from 1917 to

1953, there are thirty-one essays divided into three major sections, (1) bibliography and the theory of knowledge, (2) library administration and techniques and (3) the history of books and libraries. The most prominent librarians in all the Germanies have joined in giving homage to Vorstius, and the contributors include such well known names as Georg Leyh, Donker Duyvis, and Ilse Schunke.

It would be difficult to do full justice to all the important essays that have been printed in this volume. The fact that the book was edited in East Germany for an East German has brought such essays as one by Todor Borov, director of the Bulgarian Bibliographical Institute, on the primary national bibliography of Bulgaria, František Horák, director of the Československa Akademie Věd. Základní knihovna in Prague, on the library of the Czech Academy of Sciences, and Othmar Feyl, librarian of the University of Jena, on the classification scheme for the bibliographies of the book chambers of the U.S.S.R. Leyh's little essay entitled "Bibliographisches" is another useful contribution to library history. Fritz Redenbacher's study of the building problems of the University of Erlangen Library is instructive for any librarian who wrestles with spatial issues. Ilse Schunke's notes on library history in Dresden are based on her study of bindings. Willi Gober, director of the old University of Berlin Library (to be distinguished from the new Free University Library), reviews the old problems of centralization versus decentralization, showing a strong tendency to the former in the present day. Hugo Alker reviews the history of subject cataloging in the University of Vienna Library for the past two centuries. Donker Duyvis writes on the international significance of the *Index Bibliographicus*.

These are but a few samples of a rich and instructive volume, well worthy of a librarian such as Vorstius, who himself has contributed so much to library literature. Unlike some homage volumes, this one is intelligently planned and executed, and its value is enhanced by an index of names and places. In every sense the Vorstius *Festschrift* is a significant contribution to librarianship.—*Lawrence S. Thompson, University of Kentucky Library.*

Economical Cataloging: A Reply

In the article "How Little Cataloging Can Be Effective" (*C&RL*, April, 1954), Mr. Wyllis Wright states that author dates shall not be recorded except to distinguish between authors of the same name represented in the catalog. It seems to me that it adds to the understanding of a book to know at what period of an author's lifetime a particular book was written. Only author dates in relation to the date of publication can tell whether a book was an early work, or written at the prime of the author's life, or shortly before his death.

A further simplification suggested by Mr. Wright is to omit all translator notes, except on cards for those standard authors where a variety of translations may be expected. I feel as long as we trace and give credit to editors, joint editors, compilers, etc., we should trace for translators, too. In my opinion, translators make a greater contribution to a book than editors. To translate requires not only a strict conformity to the original text, it means also to recreate the original movement of thought, and in case of the translation of poetry, to recast the rhythm and rhyme inherent in the original line of the poem.

As to the omission of editor notes, one may be of the opinion that one person's use of the editor information (e.g. a candidate for a Ph.D. degree using this item) may make up for its lack of use by other students.

It seems to be very difficult to establish a criterion of usefulness of the cataloged information, because the use of the items on the catalog card is a value difficult to estimate in terms of figures and percentages.—*Lucy Selig, Cataloger, Dayton (O.) Public Library.*

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Abstracts of Titles*

JOHNSTON, PAULINE GLADYS

A survey of nursing school libraries in the city of Philadelphia. Rochester, N.Y., University of Rochester Press for the Association of College and Reference Libraries, copyright 1955. (v, 55 l. tables. 28cm. ACRL MICROCARD SERIES, no. 38) Thesis (M.S. in L.S.)—Drexel Institute of Technology. 1952. Bibliography: l. 51-55. 2 cards. \$.50.

Libraries connected with professional schools of nursing had a slow arduous beginning. Emphasis was not placed on the values of a well organized library in a school of nursing until the survey of 1932. In 1949 the "Manual of Accrediting Educational Programs" in nursing, for the first time in the history of nursing schools, provided for the evaluation of these libraries on a national scale.

This report consists of a history of the nursing school library movement in the United States, a brief description of the schools of nursing participating in this survey, and an account of the administration and services of the libraries in these nursing schools.

JONES, RUTH

A history of the library of Teachers College, Columbia University, 1887-1952. Rochester, N.Y., University of Rochester Press for the Association of College and Reference Libraries, copyright 1955. (v, 35 l. tables. 28cm. ACRL MICROCARD SERIES, no. 39) Thesis (M.S. in L.S.)—Drexel Institute of Technology, 1953. Bibliography: l. 33-35. 2 cards. \$.50.

After a brief consideration of the development of Teachers College as an institution, three periods in the history of its library are discussed. The first covers the early years from the endowment of the library in 1887 to the year 1894, when Teachers College moved to Morningside Heights. The next period covers the growth of the library and expansion of the collection up to 1924, when the library was moved to its present location in Russell Hall. Finally, the development of the library since 1924 is considered, with emphasis on the special features and services of Teachers College Library.

KLANIAN, MARY

University of Pennsylvania Press, 1870-1952. Rochester, N.Y., University of Rochester Press for the Association of College and Reference Libraries, copyright 1955. (iii, 40 l. 28cm. ACRL MICROCARD SERIES, no. 40) Thesis (M.S. in L.S.)—Drexel Institute of Technology. 1952. Bibliography: l. 36-40. 2 cards. \$.50.

A history of the press with an introduction concerning the development of university press publishing in the United States and an explanation of the function of university presses. The early abortive

and spasmodic publishing attempts at the university are traced from 1870 to 1927. During this period, the press was reorganized four times. Continuous publishing began in 1927, when the press was organized as a department of the university. The publishing program, the policies of the press, and the part which the administration took in its development are covered for the next twenty-five years of operation to 1952.

BEACH, SISTER FRANCIS MARY

A history of the library of Trinity College, Washington, D.C. Rochester, N.Y., University of Rochester Press for the Association of College and Reference Libraries, copyright 1955. (v, 76 l. tables. 28cm. ACRL MICROCARD SERIES, no. 41) Thesis (M.S. in L.S.)—Catholic University of America, 1951. Bibliography: l. 74-76. 3 cards. \$.75.

This paper covers the development of the library of a Catholic liberal arts college for women from 1900 to 1950. The first chapter contains a brief history of Trinity College showing growth in student body, courses of study, faculty, and physical plant. The remaining four chapters concentrate upon the library in particular under the headings of housing, finances, book collection, and administration. Appendices contain statistics comparing the Trinity College Library with those of institutions of similar size throughout the country.

The results of the study show that the library has grown proportionately with the college and developed with the curriculum. Circulation statistics for the reserve room and the general collection indicate that the library is adequately serving the students and faculty as far as the book and periodical collection is concerned. The most serious detriment is lack of space.

DUNCAN, ANNE MCKAY

History of Howard University Library, 1867-1929. Rochester, N.Y., University of Rochester Press for the Association of College and Reference Libraries, copyright 1955. (vi, 97 l. tables. 28cm. ACRL MICROCARD SERIES, no. 42) Thesis (M.S. in L.S.)—Catholic University of America, 1951. Bibliography: l. 94-97. 3 cards. \$.75.

Howard University Library was established one month after the founding of the institution, March 2, 1867. It occupied one room; its small book collection was composed primarily of donations, predominantly religious; the staff consisted of one non-professional librarian; services were very limited and the budget was nil. Sixty-two years later, the book collection of 47,572 volumes had far outgrown the Carnegie Library building erected in 1910; staff members numbered five; the hours of daily service had doubled from the initial 6 to 12½, and the budget had increased to \$11,986. Influential factors: Congressional appropriations (from 1879) and the librarianship of Edward C. Williams.

CLOPINE, JOHN JUNIOR

A history of library unions in the United States. Rochester, N.Y., University of Rochester

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Press for the Association of College and Reference Libraries, copyright 1955. (iv, 183 l. 28cm. ACRL MICROCARD SERIES, no. 43) Thesis (M.S. in L.S.)—Catholic University of America, 1951. Bibliography: l. 179-183. 5 cards. \$1.25.

The first attempt of library employees to organize into a union in the United States occurred in the Library of Congress circa 1916. This first library union is still in existence. From the Library of Congress, the movement spread at an early date to public libraries in the District of Columbia, New York City and Boston.

In the 1930's, the C.I.O. and the A.F.L. attempted to unionize library employees. Library unions were started at public libraries in New York City, Newark, Boston, Atlanta, Cleveland, Milwaukee, Chicago, Detroit and Kalamazoo. An attempt was made to unionize Yale University Library. These attempts have met with varying degrees of success.

This thesis covers the period from the beginning of the movement up to 1951.

DUMMER, EDWIN HEYSE

J. C. von Aretin and the library scene in Bavaria in the secularization period, 1802-1811. Rochester, N.Y., University of Rochester Press for the Association of College and Reference Libraries, copyright 1955. (iii, 82 l. 32 cm. ACRL MICROCARD SERIES, no. 44) Thesis (M.S. in L.S.)—University of Chicago, 1944. Bibliography: l. 78-82. 3 cards. \$75.

Based mostly on German primary sources, this study sheds new light on J. C. von Aretin, the forgotten man in German library history, who was directly responsible for the emergence of one of the world's great libraries in Munich known in our day as the Bavarian State Library. The discussion groups itself under the following chapter headings: 1. History of secularization in Bavaria; 2. Aretin before his library career at Munich; 3. Aretin as librarian at Munich, 1802-1811; 4. Aretin after Munich, 1811-1824; 5. Aretin today: a re-evaluation.

TUCKER, JENNIE STREETER, 1906-

Oberlin college library 1833-1885. Rochester, N.Y., University of Rochester Press for the Association of College and Reference Libraries, copyright 1955. (v, 125 l. 29 cm. ACRL MICROCARD SERIES, no. 45) Thesis (M.S. in L.S.)—Western Reserve University, 1953. Bibliography: l. [119]-125. 4 cards. \$1.00.

A picture of the first fifty-two years of the Oberlin College Library is built up through entries quoted from official minutes of Faculty, Board of Trustees, and the Board's executive committee, shown through biographical material about the early librarians, sketched by contemporary student comment, and interpreted through analyses of early circulation records and manuscript catalogs.

A history of the literary societies' library, which was later to be amalgamated into the College Library, is summarized from its minutes, constitutions, and miscellaneous records. Administrative problems of nineteenth century librarianship are reflected as they arose in one library.

PATTERSON, RUTH G.

The influence of Howard Pyle on American illustrations. Rochester, N.Y., University of Rochester Press for the Association of College and Reference Libraries, copyright 1955. (54 l. 29 cm. ACRL MICROCARD SERIES, no. 46) Thesis (M.S. in L.S.)—Western Reserve University, 1954. Bibliography: l. [48]-54. 2 cards. \$50.

The study presents Pyle's achievements as an illustrator and children's book author whose imagination and technical skill revitalized the field of illustration, both color and line, and made it an acknowledged artistic medium. An explanation of his theory of education, by which he freely offered the benefits of his experience and reputation, is included. It is maintained that through his own work and that of his pupils, Pyle's impact on American illustration is incalculable. An analysis is offered of the work of his major students, including Mayfield Parrish and N. C. Wyeth.

DANIEL, BETTY JANE, 1928-

Georgia imprints, 1763-1799: a study of the form and subject matter of the early printing in Georgia. Rochester, N.Y., University of Rochester Press for the Association of College and Reference Libraries, copyright 1955. (iv, 173 l. tables. 28 cm. ACRL MICROCARD SERIES no. 47) Thesis (M.A.)—Emory University, 1952. Bibliography: l. 107-111. 5 cards. \$1.25.

This investigation sought (1) to make as complete a list as possible of all printing done in Georgia from 1763 through 1799; (2) to analyze that printing as to form and subject matter; and (3) to compare the number of eighteenth century Georgia imprints in certain libraries in the state with similar holdings in libraries outside the state.

The compiled list of imprints showed the early Georgia press to be concerned principally with fundamentals of business and government, the weekly newspaper, and religious matters, published in the forms of pamphlets, broadsides, and newspapers. The majority of these items are in Georgia libraries.

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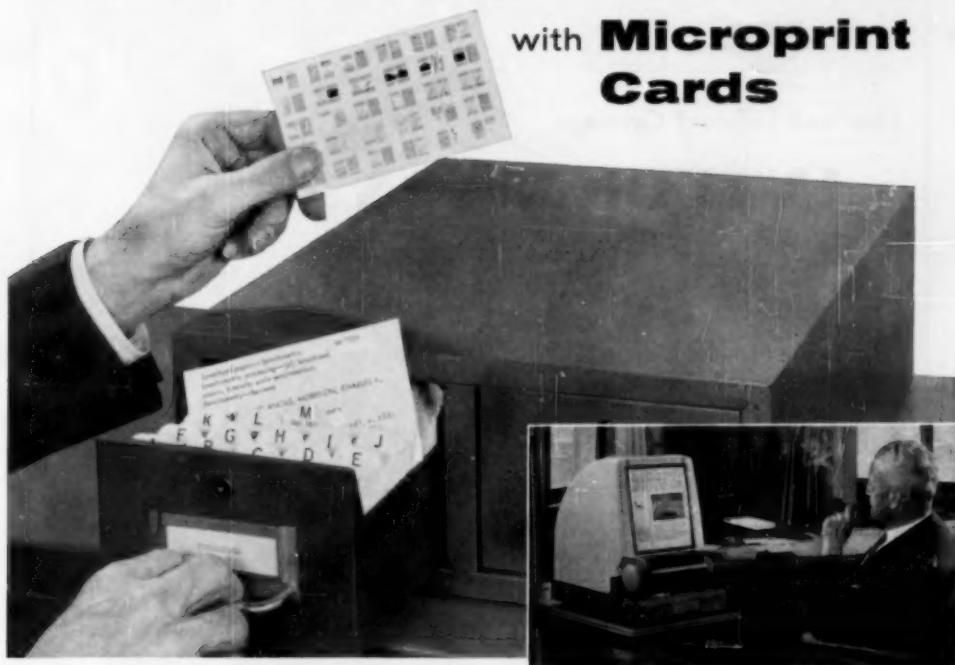
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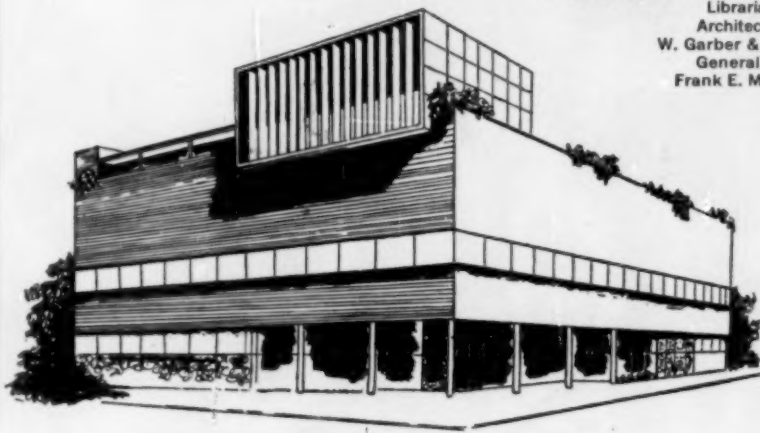
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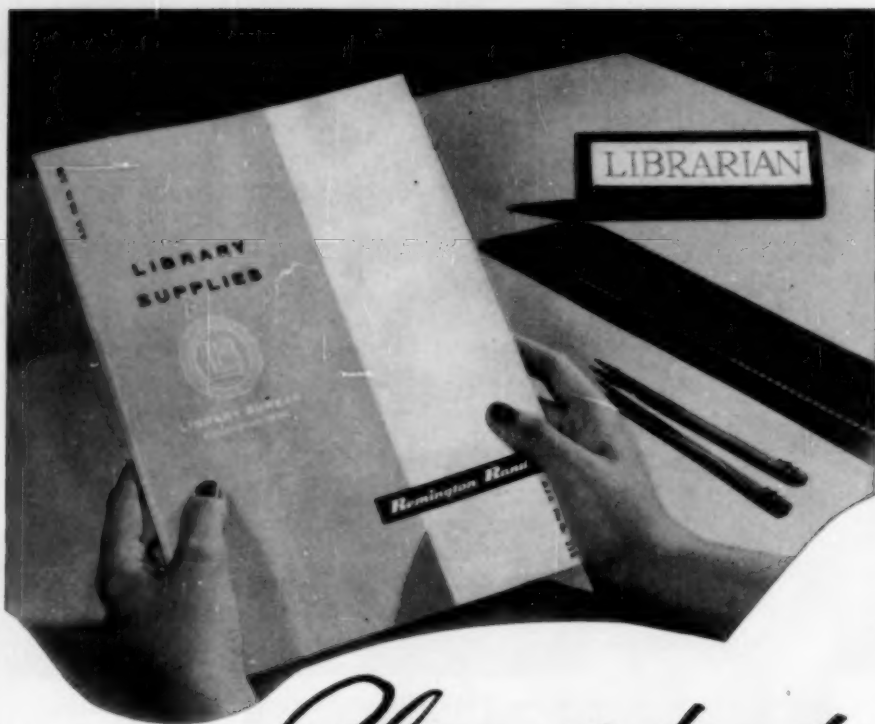
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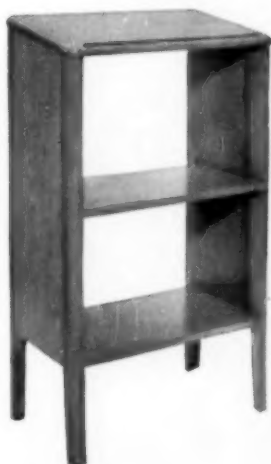
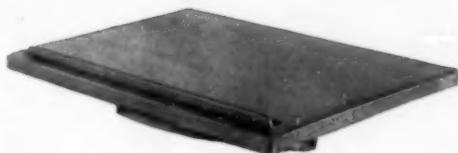


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